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OF THE

Mysore State Education Federation

Vol. XII] SEPTEMBER 1958 [No. 6

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BANGALORE

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JOURNAL
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Vol. XII] SEPTEMBER 1958 [No. 6

FUNCTION OF A UNIVERSITY

By Shri Pandit Govind Ballabh Pant
Home Minister, Central Govt.

THE function of a University to cultivate high learning and foster research is so important that we at times tend to think that it is the only goal to which a University should guide itself. Man is something more than mere intellect. Just below the surface on which play the clear light of reason and intellect lie the passions and emotions which control his behaviour. Unless education makes its impact on the total personality of man, it cannot contribute to the inner balances of society. Therefore, the primary aim of education is the development of an integrated personality. Integration of personality means not only the cultivation of the intellect but the organisation of emotions and the instinctual life. It is not only necessary that we should have technicians and scientists but even more that we should have the technicians and scientists who are inspired by a moral purpose.

The most important component of worthy behaviour is discipline. Disciplined behaviour is the sign of an integrated and harmonious personality. Discipline is not something imposed from outside: it has to come from within. It is the way emotions are organised, the way our attitudes take the colour from the ideals we have placed before ourselves. The great subjects of intellectual study, like literature, philosophy, mathematics were known as "disciplines". A poem or a piece of art is beautiful because it is the result of emotions having been subjected to a certain order. Without that order, that piece of art would cease to be art. What order is in art, so discipline is in human life.

Formation of Character

A University occupies a strategic place in the structure of society. Those who are committed to its charge will in due course be members of the Society and form the core of leadership in it. It will be for them to give voice to the urges of the people and to help in determining the directions in which the society is to go.

I should like to suggest that every University might ask itself this question: what has the University done to secure that those who go out are better leaders of society, better citizens and better neighbours? It appears to me that a University is the most suitable instrument for making a permanent impress on the personality of the students, so that their relationship with society as citizens acquires a higher quality. The character of a student is formed permanently, for better or for worse, by the corporate life in which he participates in the Campus of a University.

Crisis of Spirit

A healthy, corporate life in the University should be the first charge on the attention of the authorities of the Universities. Training in community life is based on actual participation.

Development of intellect without corresponding refinement of emotions leads us into a blind alley. Literature, art and music represent the creativity of man in its purest form. They affect the total personality of man by working on the intellect through the refinement of emotions.

There is a crisis in the spirit of man today. The last 300 years of history have witnessed a tremendous increase in the economic and material prosperity of the world.

In the first flush of material prosperity, it was believed that prosperity meant progress

(*Continued on page* 137)

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EDITING AN EDUCATIONAL JOURNAL

BY BORIS FORD

(*Continued from August Issue*)

4. EDITING *The Journal of Education*

Fixing on a policy is one thing: editing a journal so as to bring this policy into being is quite another matter, and nothing like so easy. Thus it was not difficult to decide, in 1955, to give up those features in the Journal which recorded news—details of appointments, obituaries, announcements of conferences, news from abroad, etc. One simply cut them out. But it was far less simple to "introduce a livelier style of writing", to make the articles "more provocative of discussion". These things will never happen of their own accord. Somehow they have to be coaxed to happen, and this is what one means by the word of "editing".

There are journals which edit themselves, in the sense that they are composed of whatever comes in: they nearly always look like it, too, appearing dowdy and ill-kempt and with a look of surprise at being published at all. There are other journals which are clearly written from beginning to end by the editor himself, or by the editor and a few faithful imitators. This kind of journal is often quite successful in a brash self-satisfied way, for at least it has a certain consistency of outlook and style. But obviously a responsible periodical like the Journal cannot be got out in either of these ways; obviously it has to be "edited".

What this means, in practice, is that the Journal's *contributors* have to be edited. Now it is the experience of the Journal that a considerable number of articles are submitted out of the blue (for teachers are great writers of articles), but that very few of them are accepted at all, and even fewer can be printed as they stand. And oddly enough the proportion of acceptable articles does not tend to increase; potential contributors do not seem to learn, over a period, what standards the periodical is trying to maintain or alternatively what standards their writing is failing to maintain. Because of this, one has to pursue two courses: (*a*) to build up a team of regular and reliable contributors, and (*b*) to commission and re-write (if necessary) most of the casual articles.

REGULAR FEATURES

On the whole, however, this would be a sensible policy in any case. For there is no doubt that the reader welcomes a few regular contributors whose point of view he comes to know; indeed, the evidence is that regular features are most often real first. And the good contributor also likes a regular task, for it enables him to work out and sustain a line of thought. In the Journal, a number of regular features and contributors were dropped in 1955, and a group of new ones introduced, the group labelled "Arts and Mass Communications" (see May issue, pp. 218-24). There are some eight such features in all, and they turn up at regular intervals. The editor or the writer can suggest a particular topic or theme for each of these features, though the editor will have laid down a general scheme at the outset. In the Journal's case, the idea was to take critical note of cultural activities of a broadly educational character, in the first place so as to encourage the teacher to look beyond his specialist subject, and in the second to use the arts as a means of discussing standards and values. On the whole these have been the loveliest articles in the Journal because obviously the best contributors were invited to write them. The latest policy change envisages four additional features dealing with science subjects.

INDIVIDUAL ARTICLES

Regular contributors are not only to be found writing the features. Naturally a handful of writers will submit material (or will be invited to do so) quite often. In the case of the Journal, there have been only two or three regular contributors. The remaining aritcles, of which there tend to be about four per issue, are mostly commissioned by the editor on the basis of a more or less detailed brief. In the May issue, there are only two such articles, the first entitled, "Uncovering Interests" (p. 84), having been commissioned in quite general terms, for the author was known by the editor to be a most reliable and capable writer; in the case of the second, entitled, "The Chief Educa-

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tion Officer's Day", the editor wrote a fairly detailed brief, for this article was one in a short series on the work of the Chief Education Officer.

SPECIAL ARTICLES

This May issue of the Journal is not a typical issue, because it contains, as the reader will see, the special annual supplement, and this inevitably occupies a good deal of space and so reduces the normal number of articles and features and reviews. But if not typical, this supplement raises interesting editorial considerations that apply generally.

The idea behind the annual supplement is to treat some urgent subject with sufficient thoroughness and detail to command widespread attention. One hopes the supplement will be reviewed elsewhere, that it will be discussed and subsequently referred to. And because of this, it needs especially careful planning and editing.

In the case of this supplement, the sequence was as follows:

(*i*) The Editorial Board discussed, in September 1956, various subjects and finally chose "English in Education" because, in the words of the Editorial which was finally written to introduce it:

> '....quite a few people now agree about its centrality in the curriculum. And yet, in spite of this, it is doubtful if English is as well taught as it needs to be and this must be due, at least in part, to a considerable uncertainty about its nature and about the factors that contribute to its health.'

(*ii*) The next step was to plan the Supplement in detail, and so Mr. Whitehead (one of the Journal's two or three regular contributors mentioned earlier) was consulted on a number of occasions. He helped to decide the main chapters of the Supplement, he advised on contributors in addition to himself, and finally he wrote an extended outline of the Supplement as a whole (see draft outline attached), by December 1956.

(*iii*) The editor wrote to the other contributors, all but one of them being already known to him. They were invited to write these chapters, to an exact length, on the basis of Mr. Whitehead's outline; though there was every reason to believe that they would be in agreement with this outline, it still remained a task that most *prima donnas* of writers would not welcome.

(*iv*) The contributors then sent in their draft chapters, which were sent (with their permission) to Mr. Whitehead for comment. As a result of his comments and the editor's, all the chapters were returned for revision. One chapter, Mr. Holbrook's on "English in the World Today", was rewritten as many as three times. The first draft was far too long, too long even to be cut, and so it had to be planned afresh. The second draft was of the right length, but unfortunately spent most of its time departing from Mr. Whitehead's outline. The third proved lucky! Readers may be interested to compare the first paragraphs of Mr. Whitehead's outline and Mr. Holbrook's article as printed (p. 190) together with the opening paragraphs of his two first drafts, the first too expansive, the second too far from the outline—the outline is making the main point that 'For the Englishman the English language is the central medium of thought, feeling and experience':

> *First Draft.*—'We differ from the beasts, it has been said, in having imagination: imagination is a condition of human consciousness. An animal is largely at the mercy of the flux of sense-impressions and the instinctive drives they set in motion. We can remember impressions from our past, give them pattern and order in imagination, and prepare ourselves to some degree to choose how to act. In ordering our affairs we need to simplify from the chaos of the flow of experience, and this is only possible by the development of language.
>
> From the primitive rhythmic chant to Einstein's attempt to find a unifying formula for the behaviour of matter, men have sought the satisfaction of finding "Nature's millioned-fuelèd bonfire" subject to the patterns their imaginative consciousness forms from inchoate experience.'
>
> *Second Draft.*—'Our attitudes to life—insofar as we can be said to have any—would seem to be at the furthest possible extreme from the mediæval attitude to this world as "a woeful and caitiff passage". Nor do we show that intense capacity for exploring the possibilities of the present which was the mark of the Renaissance. We do not make ours "a lifetime burning in every moment" against the erosive work of Time. The mediæval reward for effort was Paradise;

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ours is some vague and unembodied worldly future (which no one seems to be able to define, or dares to). *Brave New World* and *1984* are ironically bitter comments, on the very negativeness of our Utopian aims.'

Mr. Holbrook certainly worked hard and in the end, readers may agree, successfully: but his success was one which the editor certainly shared!

The other articles needed far less revision. One of them, by Miss Bartlett (p. 197) was written in a style altogether too different from the others and had to be 'toned down' somewhat. Miss Bartlett's main eccentricity proved to be a remarkable building-up effects, often four or even five thick:

'....opportunities are given for free experiment with many materials in individual and joint constructions, and *the children describe, explain, discuss, appraise and generally express enjoyment* in an atmosphere of good-humoured encouragement.'

The words italicised were amended to read:

'....the children give varied expression to their enjoyment....' One of the other articles, on the other hand, was originally written in too rather cautious and neutral a style and so the author was sent one or two of the other articles as examples and asked to make his own more personal and forthright.

Editing Articles

In this way the Supplement took shape, but only after considerable editing. The main purpose of this editorial activity was not to reduce the articles to uniformity but to mutual consistency, to make them related parts of a comprehensive statement on the teaching of English. As a result it was hoped that the Supplement would prove a more cogent document. But it is clear that editorial revision of this character cannot be performed without exercising considerable tact. Indeed, something more than tact is called for: in a case like this, where a number of articles are going to be brought into close consistency and revision is therefore certain, it is essential to warn contributors at the outset what to expect so that they cannot subsequently protest. Secondly, in asking a contributor to revise his text, it is always best to offer detailed suggestions, even down to precise verbal amendments (as in the case of Miss Bartlett's article quoted above). If one's suggestions are left general, it is all too easy (and tempting) for the contributor to disagree and do virtually nothing about it. On the whole, 'difficult' contributors are the exception and they should be dealt with firmly; if they are regularly unwilling to accept the editor's suggestions, they had better give up writing for publication (or else become editors themselves).

On the other hand no editor is infallible, and it is therefore a sensible idea to call in a second opinion. In a case like this Supplement, it is essential to have a specialist consultant and he should, of course, be introduced by name into the proceedings at the outset; this implies that he must be a person whose guidance and judgment the other contributors will be ready to accept. Special series apart, the usual method when an editor wants a second opinion, is to send the article to someone whose name he will not reveal to the contributor but to whom he will refer as a Reader. But an editor must never use a Reader to do his unpleasant tasks for him: thus he must never suggest to a contributor that he is rejecting his article 'because my Reader advises me to do so, though I personally was inclined to accept it'. Even if this is truly the case it is no consolation to the contributor, who expects the editor to take full responsibility for his decisions. Only when an editor is known to stand, ultimately, on his own feet, will his contributors respect and accept his decisions.

Reviews

Books are central to the task of education, and so, though to a lesser degree, are other kinds of equipment like films, film-strips, charts, etc. Almost all educational journals recognise this by including a review section, but most of them in this country make this recognition rather brief and perfunctory. The problem is not an easy one to solve, because the editor is virtually never able to review all books published, unless he is editing a highly specialised journal; and yet a selection of books for review must be of a nicely calculated size if it is to give a fair indication, too few looking like a mere token, too many looking like a complete list with gaps in it.

In education books fall into two broad categories: text-books for classroom use, and books of a general background character. In the Journal, which has always given

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considerable space to book reviews, a distinction is made between review articles and shorter reviews. Review articles (pp. 224-34) are almost always written at some length on a single book, either a book of a general character or a specialist book with an appeal to the general reader. As their name implies, they are best treated as articles. Shorter reviews (pp. 236-44) are grouped under subject headings and tend to deal comparatively with clusters of books. Unlike review articles, which deal expansively with important books recently published, shorter reviews are brief and unelaborate, and they inevitably deal with books which may be some few months old so as to allow a number of titles on the same subject to accumulate.

On the whole it seems best to invite experts to review text-books regularly (say, for a year or two). In this way they can become familiar with a wide range of books in their subjects; and readers can become familiar with *them*, with their view-point and standards or criticism. Moreover, reviewing text-books is not at all easy and it takes time to become proficient, by which one means conveying the character and scope of the books, giving one's judgment of the book cogently and fairly, and writing in a lively and readable way (for reviews are too often very dull). Review articles are written on a casual basis, like articles themselves. Again they are not easy to do well, for the temptation is to show off at the expense of the author under review, to suggest that one might have written the book better oneself, or to pay scant attention to the book and treat it as an excuse for displaying one's own erudition.

The two rules for an editor to remember on the subject of reviewing are: never publish a review of a book before its date of publication, even by one day; and always insist on reviews being delivered within a certain fixed period, or else they may easily become further and further behind the day of publication.

Correspondence

Letters to the Editor are an essential feature of a journal, if it is to convey an impression of meaning something important to its readers. But an editor is unusually lucky if he can get enough good correspondence by simply waiting for letters to come in. They have to be invited in, very often. Thus, in the May issue of the Journal, there are three letters. The two on p. 216 come in unsolicited and refer to articles in the March issue (ideally they should have appeared in April, but they did not arrive in time). The other, on p. 214, was suggested by the editor; this controversy over a school in Aylesbury had been going on for some time, and seemed worth an Editorial (p. 182). But as this editorial came down firmly on one side of the argument, it seemed a good idea to invite someone to state the opposing arguments at the same time.

A third kind of letter is the outcome of rejecting an article. Often articles come in that are too long for their subject-matter, and it then seems sensible to invite the author to recast them in the form of a letter at such-and-such a length. Articles are often greatly improved by being reduced to letter-length.

Where letters are commissioned or are converted from articles, they are paid for at the normal rates. Unsolicited letters are not paid for.

Editorials

Lastly, in discussing the editorial pages of the Journal, there are the editorials as leaders. These do not really come last in any sense, except that they are usually written last and are among the last mss. pages to be sent to the printer. In fact, they appear first in each issue and are the section of the periodical that determine whatever tone, philosophy, outlook it may have (or aspire to).

The Journal's editorials have already been mentioned when discussing policy. Here the question worth considering is how they are produced. It is obvious, from all that has been written earlier, that no one person can write informed editorials on all aspects of education that deserve comment. If the periodical is of a very specialised character, it is just possible that the editor, being himself a spokesman for that special interest, might be able to manage on his own, with specialist advice or backing. But in the case of a general periodical, editorials are bound to be written by many hands. How, then, is this best arranged, and how does a journal acquire a consistent and distinct editorial line and tone?

In the case of the Journal, editorials are the joint product of the editor and his Editorial Board. The Board, as described above, meets regularly and so tends to develop a collective point of view. As import-

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ant topics come into the news, the editor asks members of the Board to write notes on this or that subject, giving the essential facts that need to be borne in mind and suggesting policy comments. The editor then writes his editorials on the basis of these notes; virtually never does the editor publish a draft editorial unchanged. It is not that the editor is necessarily able to write any better than anyone else (though it helps if he can write a little better than some), but that editorials must have a common and consistent flavour, and they must have individuality; and these can only be the product, finally, of one writer.

In practice, the editor of a flourishing journal will find editorials being sent in unsolicited; and people not on the Board will have obvious competence in certain fields. As a result, the Journal's editorials probably stem from a total of some eight people. In the May issue, the first main leader on English was written by the editor (himself a literature specialist), and so were the Aylesbury and South Africa editorials, which were topics not requiring specialist experience so much as general understanding. But the third editorial, 'At Which College?', was written in its first draft form by a regular contributor to the Journal and sent in quite unsolicited: it was only slightly revised by the Editor. As for the final piece, 'The Backward Child', this report on a conference was commissioned in advance. The Journal only carries comments on conferences which raise issues of unusual interest, and normally these are printed last of the editorials, and either signed or, as in this case, credited to a correspondent. Very occasionally it may seem appropriate to make a normal editorial out of such a report, where it involves editorial policy.

It will be evident that this method of producing editorials depends entirely on editorial tact and very close liaison and sympathy between the editor and the Editorial Board. For not many people are anxious to write notes and have them liberally re-written; or alternately to write an editorial that appears virtually unchanged, but unsigned.

5. Summing Up

From what has been said, it is clear that editing a journal is a fairly complicated task. Keeping to the printer's schedules, reading and checking proofs, ensuring that copyright, contracts, payments and complimentary copies have been checked, sending copies to the Press, these and a host of other working details have not been touched on. They are the routine of editing and one can only say that they are best done efficiently and punctually. As a general rule, editors tend to be punctual and contributors tend to be casual. As a result the editor's task is normally frustrating and frequently exasperating. But it does no good for an editor to become impatient: it will adversely affect his contributors' and his own writing. What the editor must do is to remain efficient himself, like the Scouts, he must be prepared (*e.g.*, he should always have two articles and other materials ready set in case of a crisis), and he must be firm and tactful. No means no! A rejection is not an invitation to discussion.

On the other hand, the editor must be invariably understanding and tactful. People may not admit it, often, but they really welcome firm decisions and the offer of help. If he gets sympathetic treatment, only the exceptionally difficult contributor will resent being edited.

But this all implies that the editor must know his own mind and convey it clearly to his contributors. He must brief them, may be in detail, so that they know what he expects. He must be prepared to give quite detailed explanations for any drastic editing he feels necessary. And if, in the end, a commissioned article does not work out satisfactorily and has to be rejected, then it should be paid for unless the contributor failed to do his best.

In the end, every week or month or quarter, the Journal appears clean, fresh, and ideally showing no signs of editorial travail. If 'fits', it is balanced, it has interest and variety, so that the subscriber finds himself immediately turning the pages and beginning to read here or there. But over and above this, it must have purpose and character and, in the case of an educational journal, it must have a sense of direction and of an unfolding future.

For the good educational journal is inevitably more than a journal of or about education. It is a journal in which a society's values and beliefs and aspirations are clarified, and through which they are fearlessly promoted.—*Courtesy UNESCO.*

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BASIC EDUCATION—GRADES I TO VII

Content of Education—"A New View"

By Dr. M. Siddalingaiya

A NEW view relating to everyday life as closely and intimately as possible.

The child—not the school-subject—to be the centre of our attention in education.

First Year Class or Grade I

1. How can we use and care for our own things and things that belong to others?
2. What do we need to know and do when we travel?
3. How can we help at home and school?
4. How can we have a good time together?
5. How can we keep healthy?

Second Year or Grade Two

1. How can we care for and use plants?
2. How can we feel at home in our community?
3. How can we help to make and keep things around us clean and beautiful?
4. How can we have a good time in our community?
5. How can we help to keep ourselves well and safe? etc.

Grade Three

1. How do animals help us?
2. How do we obtain a variety of goods?
3. How do people provide homes?
4. How are patriotic and religious festivals celebrated in different communities? etc.

Grade Four

1. How can food and clothing be provided under pioneer conditions?
2. How do people in pioneer communities trade?
3. How do they build and furnish homes?
4. How did Churches and schools serve them? etc.

Grade Five

1. How can we take care of our plants and gardens?
2. How can we make our homes and surroundings comfortable and attractive?
3. How can we choose the best ways of having a good time?
4. How can we select proper foods to eat? etc.

Grade Six

1. How can we conserve natural resources for our own good and for the good of those who live after us?
2. How do people help each other through the work they do?
3. What makes communities grow?
4. How can we use machines to save our time and how can we use this time wisely?
5. How can we live safely? etc.

Grade Seven

1. How can we make and keep friends?
2. How can we practise democratic principles in our daily living?
3. How can we become worthy members of the home?
4. How can we make co-operatively provisions for wholesome recreation?
5. How can health and safety in our community be promoted?
6. How can the Church contribute to the quality of our living?
7. How does the community make provisions for education?
8. How do people of different communities, nations and races establish and maintain friendly relations?

Reference: "Courses of Study for Virginia Elementary Schools", Grades I to VII. "State Board of Education", Bulletin No. 6, Vol. XXV, 1943.

Another Reference: "General Abilities Chart". Social Living Programme for Grades One to Six.

I. Personal and Group Relationship

1. Working with a leader—being a good follower.
2. Learning to be a good leader.
3. Taking care of personal and public property.
4. Recognising change in society and some of the stabilizing influences in society.
5. Understanding the relationship between industry, trade and civilization, etc.

II. Using Books, Materials, etc.

III. Communication Skills

1. Listening to reports, increasing vocabulary, securing data pertainng to classroom problems, etc.
2. Speaking, interviewing, conducting group discussions, etc.
3. Writing reports, letters, news items, etc.

Analysis Chart

I. Plants, needs, structures, uses.

II. Animals, needs, structures, uses.

III. Substances (Upper Primary Grades).

1. Air—what it is—composition, movement, temperature, uses, etc.

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2. Water—effect on climate, uses, effect on man. Where is water found? How does water change with heat and cold? How do living things use water? How does running water affect man? etc.

3. Forms and composition of substances, carbon, lead, copper, iron, zinc, silver; etc. How does the form of substances vary? Solids, liquids and gases, etc.

IV. The Earth's surface, composition changes, effects upon man, soil formation, uses, etc.

V. The earth and its neighbours in space where they are, who they are, earth's motions, effects, etc.

VI. Energy, electricity, sound, light, heat; what they are; uses.

UPPER PRIMARY GRADES

1. What is energy?
   (a) Energy is the ability to do work.
   (b) Energy exists in the form of motion, heat, light, sound and electricity.
   (c) Energy may be stored in foods, chemicals, coal, etc.
2. How does man use energy?
   (a) to do his work.
   (b) to live,
   (c) to keep comfortable, to communicate, etc.
3. Why must machines be used wisely?
4. What is electricity?
   (a) A flow of electrons.
   (b) Heat energy, motion energy, chemical energy may be converted into electric energy.
   (c) An electric current produces a magnetic field.
   (d) Magnets are used to determine direction (compass).
   (e) The earth acts like a huge magnet.
5. What is sound and how does man use sound?
   (a) Sound is produced by vibrating objects.
   (b) Sound waves of air cause our ear drums to vibrate causing us to hear.
   (c) Sound may be high or low in pitch.
   (d) Travels about 1,100 ft. per second.
6. What is light and how does man use light?
   (a) A form of energy, but nobody knows exactly what it is.
   (b) Uses light to learn about his surroundings (sees).
   (c) Eye—a delicate structure.
   (d) Objects give off light when heated, etc.

ANALYSIS CHART

Grade One: Social Learnings.—We depend upon each other for many things in school; we must respect the rights and properties of others as we go to school, etc.

Contribution of History.—Our homes are different from those our parents lived in as children. Different building materials are often used nowadays. Our schools are different from those to which our parents went.

The present is linked to the past and to the future through our holidays.

Christmas is one of the oldest holidays, etc.

Contributions of Geography.—(a) Maps and globes. Simple map of school—floor map.

(b) Interpretation of distance. Near, far, near enough to walk, too far to walk. More time to walk from home to school than when we ride on a bicycle.

(c) Location. House near a hill, near a river, etc.

(d) Understandings. We live in groups, we need shelter to protect us from the weather. The weather changes almost daily. Man uses many different kinds of transportation.

Grade Two: Social Learnings.—Many different kinds of workers in our community helps us get things—farmers, postal men, local newspaper, bakery, police, doctor, busmen, (tailors) garment stores, etc.

Contributions of History.—Mere machines are used nowadays in building roads; farming is done differently. Modern machines and good roads have made farm living and work easier and more pleasant than formerly, etc.

Contributions to Geography.—Time and dates—long, long ago, etc. Understandings; people fit their work and play according to weather—Sun helps us with directions, etc.

REFERENCES

The Elementary Course of Study. Bulletin 233-B. The Interim Report, 1949. (Department of Public Instruction.) Commonwealth of Pennsylvania. Harrisburg.

Communication. (Illustrative Unit, Grade III.)

CONTENT OUTLINE

I. How Messages are Sent

A. Long ago:
   Visual messages: Beacon light, etc.
   Auditory: (ear), Drums, etc.

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B. Modern:
Visual: Light signals, printing, pictures, etc.
Auditory: Talking, gunds, Braille television, etc.

II. The Post Office:

A. What happens to a letter deposited in a collection box, etc.?
Journey from the Post Office, etc.
Cost of postal service, etc.
Tracing route covered, etc.

III. Inventions for more rapid communication:

(*a*) Telegraph.
(*b*) The Atlantic cable.
(*c*) The telephone.
(*d*) Mail.
(*e*) Newspapers and magazines.
(*f*) Television.
(*g*) Radio.
(*h*) Wireless.
(*i*) Motion pictures.
(*j*) Phonograph.

Science Experiments.—What is sound? Listening to a tuning fork—feeling a tuning fork—striking a knitting needle—putting tuning fork in water after striking it, etc.

Results of Experiments.—(1) Sound is vibration.

(2) When something vibrates, air near it vibrates.

(3) When we hear something, the air is vibrating, etc.

N.B.—Thus we find the need to go deep into the problems of *Contents of Education* from the Elementary Grades onwards.

Books for the children of Elementary Schools are generally the result of co-operative effort of experts in various subjects, Professors of teachers' colleges and Curriculum Expert Committees appointed for the purpose by various educational organisations.

For Example

Strayer-Upton Arithmetics. (Three-Book Series.) (Lower Grades, Middle Grades and Upper Grades.) By G. D. Strayer, Ph.D., Professor of Education, Teachers' College, Columbia University; and C. B. Upton, M.A., Professor of Mathematics, Teachers' College, Columbia University. (American Book Company, 1928.)

Open Doors to Science. By O. W. Calwell, Ph.D., Professor, Teachers' College, Columbia University; and W. H. D. Meier, Ph.D., State Normal School, Framingham, Mass. (Ginn & Co.)

Health in Home and Neighbourhood. By M. A. Bigelow, Ph.D., Professor of Biology, Teachers' College; and I. Broadhurst, Ph.D., Associate Professor of Biology, Teachers' College. Silver Burdett & Co.)

Then, books like:

Life-Reading Service. (Curriculum Foundation Series.) (Published by Scott Foresman & Co.)

Health Stories, Book I. By A. B. Towse and W. S. Gray. (American Child Health Association.)

Democracy Readers. Edited by P. Cutright, and W. W. Charters. (The Macmillan Company.)

Let's Take Turns. By L. G. Nemec, State Supervisor of Elementary Schools, Madison, Wisconsin.

The two modern books of very great value:

Social Students for Children in a Democracy. By J. U. Michaelis, Professor in the School of Education, University of California, Berkeley. (Pretntice-Hall, Inc.), 1956.

Elementary School Science and How to Teach It. By G. O. Blough, Specialist in Elementary Science, U.S. Office of Education; and A. J. Hugget, Associate Professor of Education, School of Science and Art, Michigan State College. (The Dryden Press), 1952.

N.B.—This book is a comprehensive one and acknowledgements by the authors are to varied sources, for example: California Institute of Technology, Civil Aeronautics Administration, Cleaveland Health Museum, General Electric Company, New York Zoological Society, Monsato Chemical Company, Soil Conservative Service, U.S. Department of Agriculture, U.S. Forest Service, U.S. Steel Corporation, U.S. Weather Bureau, etc.

N.B.—The bibliography at the end of the book indicates reference for teachers (professional and general subject-matter publications), and for experiment books for children.

Hence the need for us here in India to organize text-book libraries, having foreign publications also, conduct research regarding new type text-books for our children. In this way, we can universalize Basic Education both in urban and rural areas from the point of view of classroom instruction also.

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PROJECT WORK—ASHOKA, THE GREAT

(Conducted by the Municipal High School, Gundlupet)

By Shri B. V. Keshava Iyengar

Head Master, Sir Doddahundi Bhogappa Municipal High School, Gundlupet

THE following are some of the many projects conducted in the School during the year 1957-58, for the benefit of the School pupils whose response in these activities have been highly satisfactory.

The experiences gained by the Head Master, Shri B. V. Keshava Iyengar, at the many educational seminars and workshop made it possible to introduce these dynamic activities in the School. The willing co-operation of the teaching staff in carrying out the projects is indeed the success of the Scheme.

PROJECT NO. 1

On Ashoka, the Great, in Social Studies

N.B.—This project was worked out on the basis of workshop method.

Subject: Ashoka, the Great

Director: Sri. B. V. Keshava Iyengar, B.A., B.T. (*Head Master*).

Consultant: Sri. H. Sathyanarayana Rao, B.A., Subject Teacher and Librarian.

Observers: Sri. Syed Hafizuddin, B.A., Social Studies Teacher; and Sri. K. G. Krishna Murthy, B.Sc., Science Teacher.

Participants: The students of the II Year Class Optional History.

Venue of the Workshop: The School.

Date and Time: 23-2-1958 and 24-2-1958, between 11 to 1-30 p.m. and 2-30 to 5 p.m.

Introduction

The subject, Ashoka, was chosen for the project to be worked out on the basis of a workshop (indeed a miniature workshop) a kind of research work by students in the School, having as many activities as possible.

Aims

1. To enrich the knowledge of the students.
2. To develop the adventurous and creative urge in the minds of the pupils.
3. To make the students to understand and appreciate the greatness of Ashoka and his place in the history of the world.

Skills

1. Reading and writing.
2. Collection of information and arranging them analytically.
3. Collection of pictures, stamps, etc.
4. Map drawing and filling in the required information in the map.

Attitudes

1. Group work.
2. Fellow feeling.
3. Kindness to animals and birds.
4. Right living and critical thinking.
4. Sportsman spirit.
5. Peace loving and living in peace.
6. International outlook and world peace.

Procedure Adopted—The Method

The Optional Indian History students of the High Sohool II Year class numbering about 35 were chosen to run the above workshop. They were divided into five groups of seven each. Each group was allowed to elect its own Leader and the Recorder.

The groups were given the following topics for study:

I Group: Early days of Ashoka.
II Group: War of Kalinga and its effects.
III Group: Spread of Buddhism and teaching of Ashoka.
IV Group: The greatness of Ashoka (an estimate of Ashoka) and his place in the world history.

The above topics were chosen by the groups exercising their free will and the interest they evinced.

The Source Material Made Available

1. Text-books and reference books on the subject.
2. Pamphlets and brochures on Ashoka and Buddhism.
3. Story books and dramas on Ashoka.
4. Literature on Buddhism such as the Jataka Stories and others written by Kannada authors like Sri. G. P. Rajaratnam and others.
5. Maps and charts pertaining to the Mauryan period of history.
6. Resource personnel (the teachers in the school).
7. Picture books on the subject.

Activities (The Actual Working)

Separate accommodation in five different rooms of the School with specially arranged furniture was made in order to create the

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required atmosphere for the work on hand. (Separate tables and chairs for all the participants.)

The groups began the work on the appointed days in two sessions, one in the morning and another in the afternoon. They made the best use of the source materials placed at their disposal and it could be seen that they deeply engaged themselves with interest as budding scholars. Their enthusiasm knew no bounds then. Some of the participants had brought with them some material that would be useful for their work.

The groups consulted whenever needed, the Consultant Sri. H. Sathyanarayana Rao who had the double advantage of being the subject-teacher-*cum*-librarian.

After collecting information from different sources individually and collectively, they discussed the subject-matter on hand and then they drafted their Findings.

At the close of the day, the groups were asked to give their reports to their subject-teacher who was in charge of the supervision.

The groups were able to enclose some maps, drawings and pictures to their reports by themselves from out of their collections.

The Plenary Session

The next day the entire group met at the plenary sessions to finalise the reports of the different group findings. Each group leader was asked to read the report (Findings) before the entire participants with the Director, Consultant and others present. To this meeting all the teachers in the school were invited.

Each leader came forward and read the report of the group and the same was discused at length and finally adopted after noting down the necessary additions or deletions.

The leaders of the five groups were then constituted into a Final Drafting Committee to consolidate and to produce their findings on the subject in a readable form.

The final proceedings on 'Ashoka' were then put into a form of handbook with additional information such as pictures, maps, annotations and other statistical data, etc.

General Outcome

As a result of this small project conducted in the school on the basis of Workshop Way, the students were able to know the procedure in group working and how they can make use of the source materials to the best advantage. They evinced very keen interest in the nature of the work and expressed their desire that such activities should be conducted again and again to enrich their knowledge.

The pupils also desired to organise themselves in small groups for group study in the school and at home and thus conduct some and many more such experiments in different fields of study.

The workshop attracted the attention of all the students in other classes and the urge has now come from every quarter to have similar activities being arranged in almost all the subjects in the school.

This project enabled the pupils to exhibit their talents in collecting the information, arranging them in order, collecting maps, drawing new maps, collecting pictures and stamps and the like. The subject-matter is made more attractive, interesting and graphic and thus leave an everlasting impression on their minds.

This experiment in education, by the students' participation has been another milestone in the progress of the Institution which has been felt and admired by the students, teachers, parents and distinguished visitors to the school.

Educationists are requested to send articles of interest and school reports for publication to

THE EDITOR
Journal of
The Mysore State Education Federation
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COMPARATIVE EFFICACY OF QUESTION PAPERS—TRADITIONAL AND NEW TYPES

By Shri H. N. Ramakrishnappa, B.Sc., B.T.

Head Master, Municipal High School, Chitaldrug

To get a comparative idea as to whether the pupils acquit themselves better while answering the traditional type of questions or while answering the questions of the new type, the members of the staff of the Chitaldrug Municipal High School gave two question papers at the promotional examination of 1958—one paper of the traditional type with 75 marks as the maximum and another of the new type with a maximum of 25 marks. The method of answering the new type question was explained with examples on the board to the boys in the classes a fortnight before the examination. The new type papers included the true-false type, matching type, selection type and the other types also. The trained teachers helped the untrained in framing questions. As the teachers of English, Kannada and Hindi experienced some difficulty in framing the questions and on this decision to frame new type tests was taken just a fortnight before the examination, in these subjects there were no new type papers.

The new type paper was first given to the pupils. After collecting these papers with the answers written by the pupils, the traditional paper was given. The total time allowed for the two types of papers was the usual two-and-a-half hours per paper. The marks obtained in each paper were separately tabulated. The percentage of marks obtained by the class as a whole in the two types of papers in the several subjects are as follows:

Class	Strength	Gl. Math.		Gl. Sc.		Hist., Geog., Civ.		Opt. Math.		Gpt. Sc.	
		Trad. T.	New Ty.	Tr. T.	New Ty.	Tr. Ty.	New Ty.	Trad.Ty.	NewTy.	Trad.Ty.	NewTy.
I Year	118	33·1%	49·3%	42·9%	57·6%	38·2%	34·6%	..	..	..	..
II Year	85	40·8%	47·6%	45·8%	70·1%	30·6%	71·1%	39·1%	52%	49%	57·9%

It is found that except in the History and Geography Paper of the I Year Class, the pupils have secured an appreciably higher percentage of marks in the new type paper. The pupils of the II Year Class have acquitted themselves better than the pupils of the I Year Class, especially in subjects like Science and History where the language ability counts while answering the traditional type of questions.

The numbers of pupils who failed to secure the passing minimum of 30 per cent. in the traditional type of paper but made up the deficiency by scoring a higher percentage in the new type are given below:

Class		Strength	Gl. Math.	Gl. Sc.	Hist., Geog., Civ.	Opt. Math.	Opt. Sc.
I Year	..	118	30	11	4	..	..
II Year	..	85	9	6	40	5 (Strength 56)	5

There was no pupil who obtained 30 per cent. or more in the paper of the traditional type but failed as a result of getting a low percentage in the new type.

As the number of candidates tested is very small, it may not be right to generalise and draw conclusions. The feeling among the pupils and the members of the staff was that the performance in the new type paper was better than that in the traditional type. Given more time to understand better the way of answering, better performance could be expected. It is also felt that when once the pupils come to know that there will be questions on practically every bit, they are expected to learn their preparation may be better and the unhealthy tendency to get prepared for a few expected questions would be stifled.

If circumstances permit, the members of the staff are desirous of carrying on an investigation next year to find out whether the administration of new type tests periodically throughout the year would result in a better mastery of the subjects by the pupils with a consequent decrease in the percentage of failures.

[The investigations have to be conducted on a systematic scale to arrive at definite conclusions and to plan for the future. The start made in the school is commendable.—*Editor*.]

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VOCATIONAL GUIDANCE AND COUNSELLING

An Experiment that is being conducted by the YMCA, Bangalore

BY SHRI C. S. PAUL
Director of Counselling

I. PROPAGANDA

THE YMCA took up a programme of counselling and guidance as an experiment in 1957-58. The whole field of guidance, educational and vocational, and counselling on personality problems is so new to our country that no work in this field can be undertaken without a sustained and widespread propaganda. Accordingly, the first few months were wholly given to propaganda to popularise the idea among heads of educational institutions, parents and teachers. The Director availed himself of opportunities such as Teachers' Conferences, Meetings of the Staff and Meeting of P.T.A's to address them on the subject. Having thus laid the foundations, we were able to build our programme of work with the intelligent co-operation of all concerned.

II. CAREER TALKS

Almost the first item in our programme was a series of career talks by leaders in industry like the H.A.L. and B.E.L. These talks were intended to acquaint the students with information regarding qualifications and qualities needed to enter these industries, job and training opportunities, emoluments, etc. Similar talks on Commerce, Banking, Medicine, Law, Engineering, etc., will be arranged school-wise.

III. CAREER LITERATURE

An invaluable supplement to career talks is career literature on various professions put up by the Ministry of Labour, Government of India, and the Literature Department of the Y.M.C.A. These were popularised and most schools in Bangalore have a set each to help their students with the necessary information.

Career films put out by the same Ministry could not be used, as an audio-visual aid, for lack of funds. But at the request of the Director, it is hoped that the audio-visual section of the D.P.I's. Office will soon make these films available to the schools in Mysore.

Field work will be another way of supplementing career information and is being arranged school-wise.

IV. SEMINARS

While a Centre like ours can stimulate and guide work of this kind, the efforts made at the Centre alone will not be enough. Soon the scheme should begin to work in each school. That will be possible only if we can have in each school one or more teacher-counsellors. The Y.M.C.A. Centre, therefore, organised during August-September 1957, a Seminar to train teacher-counsellors, which was attended by 20 teachers from 15 High Schools in Bangalore. These teachers with the counselling committees formed in each school can make guidance an integral part of education. Recommendations such as (*a*) relieving such teacher-counsellors of part of the teaching load; (*b*) giving them an extra remuneration; (*c*) providing a separate room for counselling interviews, etc., emanating from the Seminar have been forwarded to the Director of Public Instruction and the Heads of institutions. One important achievement of the Seminar was the working out of a Cumulative Record, which will be workable and valuable in the Indian setting.

It was the success of the Bangalore Seminar that prompted the then Director of Public Instruction to ask for a scheme to hold a Seminar for the whole State of Mysore. The scheme submitted by the Director has received the sanction of the Government and, before long, will be implemented.

V. CONFERENCE WITH HEAD MASTERS

As a sequel to the Seminar, Conference with the Heads of institutions was held to create the favourable atmosphere for the introduction of the Counselling Scheme in the schools, with Counselling Committees, Cumulative Records, etc.

Tests were administered to over 500 students in different High Schools in general intelligence, aptitudes, reading habits, etc. These were evaluated, compared with class marks and were sent with valuable insights and comments, to the schools concerned. This work will be a regular feature and will be continued throughout the year, with a special emphasis on students in the Delta class.

(*Continued on page* 136)

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SUGGESTIONS FOR REFORM OF EXAMINATIONS

By Shri Shamsuddin, M.A., M.Ed.
Raipur, M.P.

EDUCATION and the problems associated with it are the main topics of deep thinking today. Both the Government and the people are busy devoting all their time towards making it flowless and beneficent to humanity. With this end in view, the Central Ministry of Education directed the State Governments to make necessary reforms in their system of examinations. If this is not done at the present stage, there is every likelihood that it may not only be useless but might even prove harmful to the future society.

The system of examination was started first in China and then gradually it went on spreading in every nook and corner of the world. It was very popular in the Western countries in the 19th century though towards the end of the same century, great reaction also started against it. In the year 1888, an article was published there, in which hundreds of well-known people signed expressing their views against examination system.

They even said that it is nothing but the sacrifice of real education. The early years of the 20th century were marked with great schemes of reforms propounded by the educators. United States of America took a lead in this direction and made a number of reforms in their examination system of Secondary as well as higher stages of education. They started a system of practical examinations for recruitment in different services. On the lines of America, England too started reforms in their schools. These were brought about by the Butler Act of 1944.

Educational Reforms

Though the urgency of reforms was badly felt from the time of Lord Curzon only, but nothing concrete was done till the advent of the 19th century. The Calcutta University Commission raised a strong voice in the direction and very recently Radhakrishnan Commission as well as Mudaliar Commission also stressed over the same question and suggested many reforms. The need for educational reforms in India is greater because it has remained under foreign rule for a longer time and due to their step-motherly treatment, its educational policy was adversely affected.

First the whole system of education was defective. In the words of Lord Macaulay, in the year 1835, the aim of imparting education was to prepare armies of clerks and officials who could be helpful in offices of the British administration in India. How could a system of education, which had such narrow aim behind it, prove to be useful? Certainly it is the root cause of all the defects in our present system of education. Today we have to remember the verdict of Radhakrishnan Commission of eight years ago. 'If we have to make any reform in the higher education, it is in the examination system.' The Commission also warned that if we do not take early steps, the whole edifice of our education would collapse.

Examination

Our present system of examination is full of defects and it is adversely affecting the society. The greatest defect is that our whole education is becoming examination-centred. In schools there are weekly, quarterly, half-yearly, yearly and so many other types of examinations. Thus, considerable portion of the academic session of schools and colleges is spent in examinations. A student is examined in one subject so many times till he does not obtain his final certificate in that particular subject.

Besides this, another defect is that too much unnecessary importance is being attached to the external examination for acquiring jobs, admission in higher education and securing scholarships, etc. The final decision as regards the ability of the student is made on the basis of these external examinations only. This also in a way indicates lack of confidence in those teachers who work hard with their pupils throughout the year. Also it leads to believe that the students are not honest. The external examiners are being employed who do not know the students nor the students know them.

The third defect is that too much importance is attached to the result of examinations. Deplorable part of the thing is that even the efficiency of the teachers is being determined on the results of these examinations. This practice was started from the time of Hunter Commission of 1882, which recommended that the teachers should be paid according to the results they produce. Even today the Inspectorate and the managing bodies of the educational institutions demand examination results to determine the efficiency of the teachers,

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The guardians and the society in general also lay too much importance on the examination results.

The fourth great defect of examination system is that it only tests the intellectual development of the pupils. It does not at all examine his all-round development which goes to make his real personality. Of course, in modern times such types of tests have been introduced which besides intellectual ability would judge the whole personality of children. They measure the attitudes and aptitudes, social development and physical and mental health, human adjustments and other aspects of the lives of children.

The fifth defect is that the present system of examination is most unreliable and inadequate. After great research and investigation by the renowned educationist like Starch, Elict and Hartog in U.S.A., and England and A. K. Dutta and D. N. Mukerjee in India, we have reached this conclusion. It is observed that there is a lot of difference in the evaluation done by two different examiners on the same question. Not only that but if the same examiner values a particular question after an interval of some time, the difference is clearly marked.

Method of Evaluation

Besides all the points mentioned above the method of evaluation is also defective. The students are declared successful in first, second, or third division, are even declared unsuccessful on the basis of marks scored by them when there is no surety of the justice done to them. At times the irritated mental condition of the examiners may severely affect the future prospects of the students.

To put the whole thing in a nutshell we can say that our present system of examination is a great national waste. The estimated percentage of failures range from 38 per cent. to 60 per cent. upto Intermediate classes, and 20 to 62 per cent. in Degree Examinations. It is due to the fact that the students are not very earnest about their study for considerable time of the session and centre all their energy over it just a few days before the examination.

In the end the examination system also demoralises pupil resulting in the loss of national character and ideals. So far as the question of selection and appointment of examiners is concerned, it becomes a means of gaining power and position and popularity in Universities. There are even such opportunities and vested interests in this field, who do not like to have any reform in the present system of examination.

Today things have gone to such an extent that even books are written with the sole aim of examination in view. This also leads to the loss of national income. Even the student mass of today prefers to have such books which can be crammed easily, instead of the standard books or original works written by the standard writers. The result is that the best work of arts and science are getting discouragement day by day in India. Due to defective system of examination, the art of teaching is also deteriorating both in matter and the method. The Calcutta University Commission made a reference to it and pointed out, "All instructions are imparted within the narrow limits of the syllabus, all other education does not come under the purview of the examination and which cannot be asked in question papers is badly neglected. Both the teachers and the taught pay more attention and centre all their energies to the probable questions expected in examinations, rather than to the real teaching and studies."

The main aim of the student is, anyhow, to get through the examination. If any intelligent and enthusiastic teacher who has deeper knowledge of education, tries to tell something more beyond the limits of courses, the students at once ask, "Sir, can it be asked in the examination ?" In other words the students have no quest for learning anything more than what can be actually asked in the examination. Under the circumstances the teachers have to mould themselves according to the demands of the students and they become merely cram-book losing all their intelligence and originality.

Reforms Needed

Looking to the above shortcomings it is very essential to make profitable reforms. The basic reform which is of paramount importance is to elevate the status of the teachers who are the fountain-head of inspiration and knowledge in all reformatory schemes. First of all we have to create a sense of satisfaction among the teachers and raise their status in society. Generally it is said that the reforms in the system of examination greatly depend on the moral improvement of the teachers but it is also equally true to say that the moral improvement of

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the teachers depends on the type of reforms in the system of examination.

Thus a vicious circle has been created which is to be ended at all cost. Means should be provided so as to make them conscious of their inherent greatness which will naturally result in the efficient discharge of their responsibility and accordingly they will doubtlessly give fair and impartial judgment as regards the abilities of children.

Record Forms

In modern times so many new types of reforms are being suggested to root out the evils of present examination system. Introduction of 'Record Forms' is one of them. The forms are meant to keep a record of an all-round information of the pupils in school. These will not only indicate the intellectual attainment of the children but will also give correct estimate of the attitude and aptitudes, interests, special qualities and other marks of their personality.

There can be one more suggestion in connection with the reforms in examination. While giving admission to students in colleges, attention should be paid not only to the percentage of marks obtained in the annual examination, but his full records maintained in the form of cumulative records in schools should be taken into consideration so that the real judgment of their whole personality may be done. Also the Government should not attach too much importance to the Degrees and Certificates but should keep Special State Examinations as also suggested by the Radhakrishnan Commission.

In America, teachers themselves conduct the examinations. They set the question papers and value the answer books. They are allowed to frame their own methods of teaching according to the needs and situations and determine the progress of the students. They test the students twice in a year—first in the middle of the year and second and final decision of the ability of the students is done on the combined credit of these two tests. As the general strength of the class is sufficiently big, tutorial method is not emphasized, even then at times the teachers do give tutorial work to the students and thus personal attention is paid.

In India we can achieve the desired result by combining all the three systems, *i.e.*, record of tutorial work, terminal work, terminal examinations and final examinations at the end.

(*Continued from page* 133)

VI. Citizens Committee

This is otherwise known as the Referral Committee. About 16 leading citizens of Bangalore belonging to different occupations and professions have volunteered their services to act as the Referral Committee. When students needing further information on courses and careers apply to the Counselling Centre, they will be referred to the appropriate member of the Referral Committee. So far over a dozen students have been helped in this way.

VII. Personal Counselling

Many students come to the Centre of their own accord or by being referred to the Centre by the school, to consult us on personal problems of various kinds. During the year we have interviewed about 10 students and helped them to make the necessary adjustment to their problems. In all cases more than three interviews were necessary before anything worthwhile could be achieved.

VIII. Question Box

Some students with problems of a not very serious nature may yet seek information on a personal problem or doubt by sending us their questions. So we have requested the Head Masters to encourage students to write out their questions and put them in the question boxes kept for the purpose at convenient places. Some of these have also been dealt with.

IX. Pilot Scheme

We have now arrived at a point where a pilot scheme in counselling and guidance could be run in one selected High School to act as a demonstrational centre. It will be concentrated piece of work in one school where all the items of the scheme could be implemented and can be shown as an integral part of education and not as some extra burden imposed from outside on a school curriculum already overburdened with too much. The Corporation High School, Tasker Town, Bangalore, has been selected for this pilot scheme. The co-operation of the Corporation and Head Master have been enlisted. The work will begin in June 1958.

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EDUCATIONAL NOTES

Science and Education

SIR EDWARD SALISBURY, in his Presidential Address entitled "Science and Education", delivered at the Annual Meeting of the British Science Masters' Association in London, in December, said: "Education itself, which used to be an art, has now become a science. As in other endeavours, this is the age of planning. The intelligent amongst our forefathers also planned, though they did not talk about blue-prints in education, yet they exercised requisite forethought. Today, everyone, the intelligent and unintelligent alike, are prone to adopt systems of teaching that sometimes warrant the assertion that education enables the wise to apprehend their ignorance and the foolish complacently to disguise it. The real danger of planned education, however, is that its flexibility is directly proportional to the ability of the teacher, and those with the least gift for instruction are those who apply a system most rigidly, with consequent lack of stimulation to the pupil that may produce a false impression of lack of talent." And, further: "The most valuable type of education is that which is unconscious, since it emanates from a real interest that meticulous planning may evade".

"Science today has come to play an increasingly important part in our everyday lives and an appreciation of the significance of its findings, of its major trends, of the proper use of its applications, are essential to the welfare of the individual in the present and for the human race in the future. Thus, on the science teaching in our schools, there rests a great responsibility and there are the potential ties of a great achievement.

The community as a whole must be brought to realize what we must never permit ourselves to forget, that the function of a science master is not that of a mere purveyor of useful information, still less a gadgetmonger, but an essential participant in laying the foundations on which a fruitful life and useful citizenship can alone be built. But it must be made manifest to the world at large not only that you are conscious of your great responsibilities, but equipped for and equal to the onerous task you have to fulfil."

(*Continued from page* 121)

leading to happiness for all sections of the people. We are not so sure today. The last war has brought home to all the thinking minds the realisation that technological porgress does not necessarily mean progress towards desirable ends. It appears as if mankind on its long journey now suddenly finds that it has somewhere taken a wrong turning.

If we are to achieve the good, both the ends and the means should be good. You cannot achieve peace by means of war: you cannot build the happiness of a nation on the misery and suffering of a class which is condemned to poverty. If you take up the sword, the sword will become a part of you, and you will perish by the sword.

Discipline of Moral Values

These are the moral values the spirit of which must permeate the pursuit of knowledge in our Universities. When all our actions and studies are elevated by a moral purpose, we acquire breadth of vision, the spirit of humility, tolerance and goodwill. The life which is disciplined by the moral values becomes a beautiful piece of art.

The way of democratic life can prosper and bear fruit in the individuals and society only in an atmosphere of freedom—freedom for the intellectual and spiritual development of the individual, freedom from want and fear for the society.

One of the perils that faces the world today is the threat to the freedom of the mind. The means of mass communication are being used to condition the working of the human mind. The spirit of free enquiry is being suppresed by the insidious exploitation of the baser passions. The paraphernalia of pseudo-science and fake philosophy is being built up to support particular political systems. If the mind is held in chains, the individual cannot retain his dignity.

India Awaits

It is the historic task of the universities to affirm the life of reason and the spirit of free enquiry, untrammelled and free from political and economic exigencies, and disciplined only by the fundamental principles of moral life.

Great opportunities are awaiting our young men and women in India today. A mighty country is taking shape. It is not by aggrandisement and violence that these great things are being done, but by the constructive effort of the millions of our countrymen.—*The Asia Bulletin.*

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Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

BOOK REVIEWS

Three Steps Forward. By Veera Dean. (Publishers: Faber and Faber, 24, Russel Square, London.) Price 15 *sh*.

Three Steps Forward is the autobiography of an intelligent woman with a great disability. She is cerebral palsied. For the first fifteen years of her life she was unable to express her thoughts in speech or any other way that could be understood. She could not do the simplest things for herself. She was assumed to be mentally defective and was therefore left without education.

This is the lowest possible asset-sheet that a human being can have, with one notable exception—Vera Dean was a highly intelligent woman. Indeed, the cerebral palsied are not necessarily mentally defective, and the outward show of insanity that frequently accompanies the disease may conceal an intelligence of a high order and a spiritual sensibility so acute that to assume that they do not exist is a tragedy for education as for life.

The story of *Three Steps Forward* is told without affectation, overstatement or self-pity of how the child became a woman and how the woman became a self-supporting citizen and wrote the book that embodied an experience that is an educational revelation and a spiritual tonic. The book must be read carefully to be understood in terms of the victory achieved, for the victories occur all along the way in small physical triumphs. They lead to that larger victory that is the development of a thinking adult human being from a small desperately handicapped child. I recommend this very strongly to all teachers, and more particularly, to teachers of handicapped children.

MURIEL WASI.

Education and Liberty. (The Role of the Schools in a Modern Democracy.) By James Bryant Conant. (Published by the New American Library.) Student Edition. Pp. 128. Price 10 cents.

This is an authoritative publicaiton from the pen of James Bryant Conant, who is a well-known figure in the educational hierarchy of the United States of America. The author, in his Preface, has stated that this is an attempt to re-read what Thomas Jefferson wrote about education and liberty long back. This is to renew one's faith in the lasting significance of what has been accomplished in the North American Continent in the last one hundred and fifty years.

Jefferson stated, "it is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that too, of the people with a certain degree of instruction". The author has made this the starting point for the discussion in this learned booklet.

The first chapter of this book presents in a clear way a comparison of British and American education. In the second chapter a discussion of the four-year liberal Arts Colleges of America and their influence on Secondary Education. In the third and final chapters some of the problems facing in U.S.A. today are outlined and answered. It deals with the unique nature of the comprehensive Public High School and faces some of the criticisms currently directed against it.

All the world over there is an increased awareness and an enlarged critical discussion of the role of the High Schools to build an enlightened democracy. In conclusion the author has great praise for the manner in which the High Schools have been built us in the last 25 years to provide adequate schools for all American youth. With the full hope of implementation the author states "For the future we must endeavour to combine the British concern for training the 'natural aristocracy of talents' with the American insistence on general education for all future citizens. If we can do that, then our industrialised society will prosper and at the same time the necessary degree of instruction will be provided for all the people so that in their hands 'our liberties may remain secure' ". How true is this in the Indian context when the country is emerging from its torpor as a well-knit democracy and has taken on herself the task of making a mighty investment in the development of Man in all directions.

D. VISWESWARAIYA.

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ಕಲಿಯದ ಮಕ್ಕಳಿಗೆ ಕಲಿಸುವ ವಿಧಾನ

ಶ್ರೀ ಕೆ. ಎಸ್. ಪದ್ಮನಾಭ ಆಚಾರ್ಯ, ಹಿಂದೀ-ಕನ್ನಡ ವಿದ್ವಾನ್, (ಪ್ರಶಿಕ್ಷಿತ) 'ರೋಸ-ಮಿಸ್ತ್ರಿಕ' ಹೈಸ್ಕೂಲ್ ಮತ್ತು
ಬೇಸಿಕ್ ಟ್ರೈನಿಂಗ್ ಸ್ಕೂಲ್, ಕಿನ್ನಿಕಂಬಳ, ದ. ಕ. ಜಿಲ್ಲೆ

ಕಲಿಯದ ಮಕ್ಕಳು ಎರಡು ವಿಧದಲ್ಲಿ ಇರುತ್ತಾರೆ: (೧) ಆಟ-ಕೂಟ-ನೋಟ, ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಅಭಿರುಚಿ ಇರುವ ಸ್ವಭಾವದ ಮಕ್ಕಳ ಧ್ಯಾನ ಅವುಗಳಲ್ಲೇ ಇರುವುದರಿಂದ ಪಾಠಗಳನ್ನು ಕಲಿಯುವ ಕಡೆಗೆ ಮನಸ್ಸನ್ನೇ ಕೊಡದೆ ಕಲಿಯದೆ ಇರುತ್ತವೆ. (೨) ಬುದ್ಧಿಯು ಮಂದವಾಗಿದ್ದು, ಗ್ರಹಣಶಕ್ತಿ ತೀವ್ರವಾಗಿರದೆ, ಕಲಿಯಲು ಕಷ್ಟವಾಗಿ ಕಲಿಯದೆ ಇರುತ್ತವೆ.

ಅಧ್ಯಾಪಕನಾದವನು 'ಕಲಿಯುವ ಮಕ್ಕಳಲ್ಲಿ ಇವು ಯಾವ ವಿಧದವುಗಳು?' ಎಂಬುದನ್ನು ಮೊದಲು ಕಂಡು ಹಿಡಿಯಬೇಕು. ಆಟ-ಕೂಟ-ನೋಟಗಳಲ್ಲೇ ಅಭಿರುಚಿಯಿದ್ದು ಕಲಿಯದ ಹುಡುಗನಿಗೆ ಆಟ ಪಾಟಗಳ ಮೂಲಕವೇ ಕಲಿಸುವ ವಿಧಾನವನ್ನು ನಾವು ಅನುಸರಿಸಬೇಕೇ ವಿನಹ, ಅಂತಹ ಹುಡುಗನಿಗೆ 'ಆಡುತ್ತೀಯಾ? ಆಡಿದರೆ ಏಟು ಕೊಡ್ತೇನೆ. ಓದು! ಬರೆ! ಓದದೆ ಹೋದ್ರೆ, ಬರೆಯದೆ ಹೋದ್ರೆ ಹೊಡೀತೇನೇ' ಅಂತ ಹೇಳುತ್ತಿದ್ದರೆ, ಆ ಹುಡುಗನ ಮೇಲೆ ಯಾವ ಯೋಗ್ಯ ಪರಿಣಾಮವೂ ಆಗದೆ, ಕಲಿಯುವುದೆಂದರೆ ಏನೋ ಬಹಳ ಪರ್ವತದಂತಹ ವಿಷಯ ಎಂದು ಭಾವಿಸಿ, ಎಲ್ಲೋ ಅಡಗಿಕೊಳ್ಳುವುದು, ಎಲ್ಲಿಗಾದರೂ ಓಡುವುದು, ಹೀಗೆ ಒಂದು ವಿಧದ ತುಂಟತನ, ಮೋಸತನ ಮಾಡುವುದನ್ನು ಮತ್ತೆ ಹೊಸದಾಗಿ ಅವನು ಕಲಿಯುವುದಕ್ಕೆ ನಾವು ಎಡೆ ಕೊಟ್ಟಂತಾಗುತ್ತದೆ. ಅಲ್ಲದೆ, ಕಲಿಯುವುದರಲ್ಲಿ ಒಂದು ತರಹದ ವೈರಸ್ಯ, ವೈರಾಗ್ಯ ಹುಟ್ಟಿ 'ಕಲಿಯುವುದೇ ಬೇಡ' ಎನ್ನುವ ನಿರ್ಧಾರಕ್ಕೆ ಬಂದುಬಿಡುತ್ತಾನೆ.

ಆ ನಿರ್ಧಾರ ಮನಸ್ಸಿಗೆ ಬಂದೊಡನೆಯೇ ಒಂದು ರೀತಿಯ ಹಟ ಹೃದಯದಲ್ಲಿ ಉಂಟಾಗುತ್ತದೆ. ಆ ಹಟವೇ ಒಂದು ಚಟವಾಗಿ ಅವನಿಗೆ ಒಂದು ಹೊಸ ಬಲವನ್ನು ಕೊಡುತ್ತದೆ. ಆಗ ಕಲಿಯುವುದನ್ನು ವಿರೋಧಿಸುವುದಕ್ಕೆ ಸಿದ್ಧನಾಗುತ್ತಾನೆ. ಕಲಿಸುವವರನ್ನು ದ್ವೇಷಿಸುವುದಕ್ಕೆ ಸಿದ್ಧನಾಗುತ್ತಾನೆ. ಆಗ ತನಗೆ ಆಗುವ ಅಪಮಾನವನ್ನು ಅವನು ಗಣಿಸುವುದಿಲ್ಲ. ಉಪಾಧ್ಯಾಯರ ಹಾನಿಯ, 'ಅವರು ಶಾಲೆಗೆ ಬಾರದಂತೆ ಮಾಡಬೇಕು' ಎನ್ನುವ ಹಲವಾರು ಕಾರ್ಯಗಳನ್ನು ಗುಪ್ತವಾಗಿ ಸಾಧಿಸ ತೊಡಗುತ್ತಾನೆ. ಅಂತಹ ಕೆಲವು ಸಾಧನೆಗಳಲ್ಲಿ ಅವನು ಸಫಲನೂ ಆಗುತ್ತಾನೆ.

ಇಂತಹ ಹಾನಿಕಾರಕ ಪರಿಸ್ಥಿತಿಯನ್ನು ಉಂಟು ಮಾಡುವ ಅಥವಾ ಇಂತಹ ಪರಿಸ್ಥಿತಿಗಳು ಉಂಟಾಗುವ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸಿದರೆ ಅಲ್ಲಿ ಅಧ್ಯಾಪಕನ ಅಸಮರ್ಥತನವೇ ವೇದ್ಯವಾಗುತ್ತದೆ, ಸ್ಪಷ್ಟವಾಗುತ್ತದೆ.

ಇಂತಹ ಸ್ಥಿತಿ ಬಾರದಂತೆ ಜಾಗ್ರತೆ ವಹಿಸಬೇಕಾದ ಅಧ್ಯಾಪಕನು (೧) ಪ್ರತಿಯೊಂದು ಕಲಿಸುವ ವಿಷಯವನ್ನು ಪ್ರಾರಂಭಿಸುವಾಗಲೇ ಆಟವಾಡುವ, ಆಟವಾಡಿಸುವ ರೀತಿಯನ್ನಾಗಿ ಮಾಡಬೇಕು. ಹುಡುಗನನ್ನು ಅದರ ಕಡೆಗೆ ಪ್ರಭಾವಿತನಾಗುವಂತಹ ಸನ್ನಿವೇಶವನ್ನು ಕಲ್ಪಿಸಬೇಕು. ಪ್ರತಿಪಾಠವೂ ಆಟದ ಭಾವದಿಂದಲೇ ಸಾಗಬೇಕು. ಹಾಗೆ ಆಡಿಸಿ, ಆಡಿಸಿ, ಆ ವಿಷಯದಲ್ಲಿ ಆ ಹುಡುಗನಿಗೆ ಅಭಿರುಚಿ ಹುಟ್ಟಿಸುವಂತೆ ಮಾಡಬೇಕು. ಅದಕ್ಕೆ 'ಪಾಠಗಳು ನಾಟಕೀಯವಾಗಿರಬೇಕು' ಎಂದು ಹೇಳುತ್ತಾರೆ. ಅಂದರೆ ಯಾವ ಪಾಠವಾದರೂ ನಾವು ಸಪ್ಪೆಯಾಗಿ ವಿವರಿಸುತ್ತಾ ಇದ್ದರೆ ಮಕ್ಕಳಿಗೆ ಬೇಸರ ಬರುತ್ತದೆ. ಅದಕ್ಕೆ ಬದಲು ನಾವು ಆ ಮಾತುಗಳನ್ನು ನಾಟಕೀಯವಾಗಿ, ರಸ-ಭಾವ ಅಭಿನಯಗಳೊಡನೆ ಹೇಳುತ್ತಾ ಇದ್ದಂತೆ, ಅದರ ಕಡೆಗೆ ಆ ಹುಡುಗ ಪ್ರಭಾವಿತನಾಗಿ ತನ್ನ ಆಟದ ಅಭಿರುಚಿಯಿಂದ ಅದನ್ನು ನಾಟಕೀಯವಾಗಿಯೇ ಆಡಲು ತೊಡಗುತ್ತಾನೆ. ಆ ಪರಿಸ್ಥಿತಿಯನ್ನು ತಂದೊಡ್ಡಿ, ಪ್ರತಿಪಾಠವನ್ನೂ ಅವನಿಂದ ಅಭಿನಯಿಸಿ ಹೇಳಿಸಿ, ನಾಟಕೀಯವನ್ನಾಗಿ ಮಾಡಿ ಕಲಿಸಿದರೆ, ಅವನ ಆಟದ ಅಭಿರುಚಿಯೊಡನೆ ಈ ಪಾಠಸಾಗಿ ಆ ವಿಷಯವನ್ನು ತಿಳಿದುಕೊಳ್ಳುತ್ತಾನೆ.

ಅಧ್ಯಾಪಕನು ಹೀಗೆ ಪ್ರತಿಯೊಂದು ಕಲಿಸುವ ವಿಷಯವನ್ನೂ ಒಂದು ತರಹದ ಆಟವನ್ನಾಗಿ ಮಾಡಿಕೊಳ್ಳುವ ಬುದ್ಧಿ-ಸಾಮರ್ಥ್ಯವನ್ನು ತಂದುಕೊಳ್ಳಬೇಕು. ಅದಕ್ಕೆ ಬೇಕಾದ ರೇಖಾ ಚಿತ್ರಗಳನ್ನೋ, ಚಿತ್ರಪಟಗಳನ್ನೋ, ಅದಕ್ಕೆ ಬೇಕಾದ ವಸ್ತು-ಒಡವೆಗಳನ್ನೋ ಉಪಯೋಗಿಸಿ, ಕಲಿಸುವ ಕಡೆಗೆ ಧ್ಯಾನ ಕೊಟ್ಟರೆ, ಕ್ರಮವಾಗಿ ಆಟದ ಅಭಿರುಚಿಯು ಹುಡುಗನ ಧ್ಯಾನ ಅದರ ಮೂಲಕವಾಗಿಯೇ, ಪಾಠದ ಕಡೆಗೆ ಒಲಿಯುತ್ತದೆ. ಮತ್ತೆ ಅದೇ ಅಭ್ಯಾಸದಿಂದ ಪಾಠವನ್ನು ಕಲಿಯಲು ಪ್ರಾರಂಭಿಸುತ್ತಾನೆ. ಅದರಲ್ಲಿ ಮತ್ತೆ ಬುದ್ಧಿವಂತನೂ ಆಗುತ್ತಾನೆ.

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Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

ಆದ್ದರಿಂದ ಯಾವ ಪಾಠವನ್ನು ನೀರಸವಾಗದಂತೆ, ಸಪ್ಪೆಗೊಳ್ಳದಂತೆ ಮಾಡುವ ಕಡೆಗೆ ಅಧ್ಯಾಪಕನು ಜಾಗ್ರತೆ ವಹಿಸಿದನೆಂದರೆ ಅವನು ಆ ಕಲಿಸುವ ಕಾರ್ಯದಲ್ಲಿ ಯಶಸ್ವಿಯಾಗುತ್ತಾನೆ. ಉತ್ತೀರ್ಣನಾಗುತ್ತಾನೆ. ಇದೂ ಅಲ್ಲದೆ, ಒರೇ ಪಾಠವನ್ನು ಮಾಡದೆ, ಮಧ್ಯೇ ಮಧ್ಯೇ ಆಡುವ ತೋಟದಲ್ಲಿ, ಶಾಲೆಯ ವಠಾರದಲ್ಲಿ ಹೋಗಿ ಪ್ರಕೃತಿಯ ನಡುವೆ ಕುಳಿತು, ತನ್ನ ಆಟದ-ನೋಟದ ಅಭಿರುಚಿಯ ಮನಸ್ಸಿಗೆ ತಣಿವನ್ನು ಉಂಟುಮಾಡಿಕೊಳ್ಳುವಂತಹ ಸನ್ನಿವೇಶವನ್ನು ಒದಗಿಸುತ್ತಾ ಇರಬೇಕು. ಆಗ ಮಾನಸಿಕ ಬೇಸರವನ್ನು ನೀಗಿಕೊಳ್ಳುತ್ತಾನೆ.

ಆ ಬೇಸರವನ್ನು ಕಳೆದುಬಂದಾಗ ಪಾಠ ಮಾಡಿದರೆ ತುಸು ಅದರ ಕಡೆಗೆ ಮನ ಒಲಿಯುವ ಸಂಭವವಿರುತ್ತದೆ. ಆಗ ಕಲಿಯುವ ಹಾಗೂ ಕಲಿಸುವ ಕಾರ್ಯ ಸಫಲವಾಗುತ್ತದೆ. ಕೆಲವು ಪಾಠಗಳನ್ನು ಅಧ್ಯಾಪಕನು ಕ್ಲಾಸಿನಲ್ಲೇ ಮಾಡದೆ ಹೊರಗೆ ಆಟದ ಬಯಲಿನಲ್ಲಿ ಆಟಗಳನ್ನು ಆಡಿಸುವ ರೀತಿಯಿಂದಲೇ ಅಳವಡಿಸಿಕೊಂಡು ಕಲಿಸಬೇಕು. ಅಂತಹ ರೀತಿಯನ್ನು ಅಧ್ಯಾಪಕನು ಸಿದ್ಧಮಾಡಿಕೊಂಡರೆ, ಆಟದ ಅಭಿರುಚಿಯ ಮಕ್ಕಳಿಗೆ ಅದೊಂದು ಕಲಿಯುವುದಕ್ಕೆ ದಿವೌಷಧವಾದ ಪರಿಣಾಮ ಉಂಟಾಗುತ್ತದೆ.

ಪ್ರತಿಪಾಠವನ್ನೂ ವಿನೋದವನ್ನಾಗಿ ಮಾಡಿಕೊಳ್ಳಬೇಕು. ಪ್ರತಿಪಾಠದಲ್ಲಿಯೂ ಚಮತ್ಕಾರವನ್ನು ಕೂಡಿಸಿಕೊಳ್ಳಬೇಕು. ಆ ವಿಧಾನವನ್ನು ಅಧ್ಯಾಪಕನು ಕಂಡುಹಿಡಿಯಬೇಕು. ಅದಕ್ಕೆ ಬೇಕಾದ ಸಹಜ ಹಾಗೂ ಕೃತಕ ವಸ್ತುಗಳನ್ನು ನಿರ್ಮಾಣಮಾಡಿಕೊಳ್ಳಬೇಕು. ಹೇಳುವ ಮಾತಿನ ಧಾಟಿಯೂ ರಸ-ಭಾವಗಳಿಂದ ಕೂಡಿರಬೇಕು. ಅಧ್ಯಾಪಕನು ತನ್ನನ್ನು ಆ ರೀತಿ ಸಿದ್ಧಪಡಿಸಿಕೊಂಡರೆ ಎಂತಹ ಆಟದ ಅಭಿರುಚಿಯ, ಕಲಿಯದ ಮಕ್ಕಳನ್ನೂ ಕಲಿಸುವುದರಲ್ಲಿ ಆತ ಕೃತಕೃತ್ಯನಾಗುತ್ತಾನೆ.

ನಾವೇ ಹೇಳದೆ, ಮಕ್ಕಳನ್ನೇ ಆ ವಿಷಯದಲ್ಲಿ ಪ್ರಭಾವಿತರಾಗುವಂತೆ ಮಾಡಿ, ಆಟವಾಡಿಸಿ, ಮಕ್ಕಳಿಂದ ಹೇಳಿಸಿ, ಹೇಳಿಸಿ ಪಾಠವನ್ನು ಮಾಡಬೇಕು. ಅಂತಹ ಆಟದ ಅಭಿರುಚಿಯ ಹುಡುಗನನ್ನೇ ಅಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ಹೆಚ್ಚಾಗಿ ಉಪಯೋಗಿಸಿಕೊಳ್ಳಬೇಕು. ಅವರಿಗೆ ಚಟುವಟಿಕೆಯ ರೀತಿಯ ಕೆಲಸವನ್ನು ಪಾಠದ ಪರವಾಗಿ ಕೊಟ್ಟು ಮಾಡಿಸಬೇಕು. ಪಾಠಗಳೆಲ್ಲಾ ನೀತಿಪರವಾಗಿ, ಅವುಗಳಲ್ಲಿ ವ್ಯಕ್ತಿತ್ವ, ನೈತಿಕ ಮಟ್ಟಗಳ ಉತ್ಪಾದನೆ ಆಗುವಂತಹುದೇ ಇರಬೇಕು. ಅಂತಹ ಪಾಠಗಳನ್ನೇ ಹೆಚ್ಚಾಗ ಆರಿಸಿಕೊಳ್ಳಬೇಕು. ಮುಖ್ಯವಾಗಿ ಪಾಠಗಳು ಚಟುವಟಿಕೆಯುಕ್ತವಾಗಿರಬೇಕು. ಅದು ಹೇಗೆ ಎಂಬುದನ್ನು ಅಧ್ಯಾಪಕನು ತಿಳಿದು ಸಾಧಿಸಿದರೆ, ಕಲಿಯದ ಮಕ್ಕಳಿಗೆ ಕಲಿಸುವ ವಿಧಾನ ಆತನಿಗೆ ಕರಗತವಾದಂತೆಯೇ.

ಇನ್ನೊಂದು ವಿಧಾನವೆಂದರೆ, ಹಾಡಿ ಪಾಠ ಕಲಿಸುವುದು. ಅಂದರೆ ಪ್ರತಿ ಪಾಠದಲ್ಲಿ, ಆ ಪಾಠದ ವಿಷಯವಾಗಿ ಯಾವುದಾದರೂ ಹಾಡುವ, ಹಾಡಿಸುವ ಸಂದರ್ಭವನ್ನು ಇರಿಸಿಕೊಳ್ಳಬೇಕು. ಮಕ್ಕಳು ಹಾಡನ್ನು ಕೇಳುವುದಕ್ಕೆ ಕುತೂಹಲಯುಕ್ತರಾಗಿರುತ್ತಾರೆ. ಅವರ ಕುತೂಹಲವನ್ನು ಕೆರಳಿಸುವಂತೆ ಅಧ್ಯಾಪಕನು ಹಾಡನ್ನು ಹೇಳಿ, ಆ ಕುತೂಹಲ ತಣಿಯುವಂತೆ ಮಕ್ಕಳಿಂದ ಹಾಡಿಸಬೇಕು. ಪಾಠದ ವಿಷಯ ಆ ಹಾಡಿನಲ್ಲಿ ಅಡಕವಾಗಿರಬೇಕು. ಆ ಹಾಡು ಅಭಿನಯದಿಂದ ಕೂಡುವಂತಿರಬೇಕು. ಆಗ ಅದರಲ್ಲಿ ಉಲ್ಲಾಸವುಂಟಾಗುತ್ತದೆ. ಮಕ್ಕಳು ಅದರಿಂದ ತಮ್ಮ ಆಟದ ಮನಸ್ಸನ್ನು ಹಾಡುವುದರಲ್ಲಿ ಹಾಕಿ, ಅದರಿಂದ ಆ ಪಾಠದ ವಿಷಯವನ್ನು ತಿಳಿಯುವುದಕ್ಕೆ ಸಮರ್ಥರಾಗುತ್ತಾರೆ.

(೨) ಮಂದಬುದ್ಧಿಯ ಹುಡುಗನಿಗೆ ಕಲಿಸುವ ವಿಧಾನ: ಅಲ್ಲಿ ಹುಡುಗನನ್ನು 'ಮಂದ ಬುದ್ಧಿ' ಎಂದು ಹೇಳುತ್ತಾ, 'ದಡ್ಡ, ದಡ್ಡ' ಎಂದು ಹೇಳುತ್ತಾ, ಹಳಿಯುತ್ತಾ ಎಲ್ಲರ ಮುಂದೆ ತಿರಸ್ಕಾರ ಮಾಡುತ್ತಾ ಇದ್ದರೆ ಆ ಹುಡುಗನ ಭವಿಷ್ಯವನ್ನೇ ಅಧ್ಯಾಪಕನು ಹಾಳುಮಾಡಿದಂತೆ. ಅವನು, ತಾನೇ ತನ್ನನ್ನು 'ಉಪಯೋಗವಿಲ್ಲದವನು' ಎಂದು ತಿಳಿದುಕೊಂಡು, ಯಾರೊಡನೆಯೂ ಕೂಡದೆ ಬೇರೆಯಾಗಿರುತ್ತಾನೆ. ಬೆಪ್ಪನಾಗಿಯೇ ತನ್ನನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತಾನೆ. ತಿಳಿದುಕೊಳ್ಳುತ್ತಾನೆ. ತಾನು 'ದಡ್ಡ' ಎಂದು ತಿಳಿದುಕೊಂಡು ಬೇಸರದಿಂದ ಇರುತ್ತಾನೆ. ಅಥವಾ 'ದಡ್ಡ! ದಡ್ಡ!' ಎಂದು ಹೇಳಿ, ಅಧ್ಯಾಪಕನು ಗದರಿಸಿ ಹೊಡೆಯಲು, ಬಲಾತ್ಕರಿಸಲು ಹೋದರೆ, ಅಲ್ಲಿಯೂ ಹುಡುಗನು ಒಂದು ಹಟಕ್ಕೆ ಬಂದುಬಿಡುತ್ತಾನೆ. ಕಲಿಯುವುದರಲ್ಲಿ ಒಂದು ವೈರಾಗ್ಯ, ವೈರಸ್ಯ ಹುಟ್ಟಿ ತಾನು ಕಲಿಯುವುದನ್ನೇ ಬಿಟ್ಟುಬಿಡುತ್ತಾನೆ. 'ತಾನು ಕಲಿಯುವುದೇ ಇಲ್ಲ' ಎಂಬ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಬಂದು, ಕಲಿಯುವುದರಿಂದ ತಪ್ಪಿಸಿಕೊಳ್ಳುವ ವಿಧಾನವನ್ನೇ ಅರಸುತ್ತಿರುತ್ತಾನೆ. ಅನುಸರಿಸುತ್ತಿರುತ್ತಾನೆ. ಕಲಿಸುವವರನ್ನು ದ್ವೇಷ ಮಾಡುತ್ತಾನೆ. ಅವರ ಹಾನಿಗೆ ಅವನೂ ತೊಡಗುತ್ತಾನೆ.

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Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

ಹೀಗೆ ಅಂತಹ ಹುಡುಗರಲ್ಲಿ ಒಂದು ರೀತಿಯ ಕೆಟ್ಟ ವ್ಯಕ್ತಿತ್ವ ಮೂಡುವುದಕ್ಕೇ ಅವಕಾಶ ಕಲ್ಪಿಸಿಕೊಟ್ಟಂತೆ ಆಗುತ್ತದೆ.

'ಬುದ್ಧಿಯನ್ನು ತೀವ್ರಗೊಳಿಸಬೇಕು. ಬುದ್ಧಿಯನ್ನು ಚುರುಕುಗೊಳಿಸಬೇಕು.' ಅದು ಅಧ್ಯಾಪಕನ ಕಾರ್ಯ. ಕೇವಲ 'ಬುದ್ಧಿ ತೀವ್ರವಾಗಲಿ, ಬುದ್ಧಿ ಚುರುಕಾಗಲಿ, ಬುದ್ಧಿ ವಿಕಾಸವಾಗಲಿ' ಎಂದು ಹೇಳಿದೊಡನೆಯೇ ಮಕ್ಕಳ ಬುದ್ಧಿ ಹಾಗೆ ಆಗಲಾರವು. ಅಂತಹ ಮಂದ ಬುದ್ಧಿಯ ಹುಡುಗರ ಕಡೆಗೆ ಕ್ಲಾಸಿನಲ್ಲಿ ವಿಶೇಷ ಗಮನ ಕೊಡಬೇಕು. ಮೊದಲು ಚಮತ್ಕಾರದ ಮಾತುಗಳಿಂದ, ಚಮತ್ಕಾರದ ಕೃತಿಗಳಿಂದ, ಪೀಠಿಕೆ ರೂಪವಾಗಿ, ಮಂದ ಬುದ್ಧಿಯ ಹುಡುಗರ ಮಂದ ಬುದ್ಧಿಯನ್ನು ಕೆರಳಿಸಬೇಕು. ವಿಕಸನಗೊಳಿಸಬೇಕು. ಅಂತಹ ವಿಕಸಿತ, ಕೆರಳಿದ ಬುದ್ಧಿಗೆ ಒಳ್ಳೆಯ ವಿಷಯಗಳನ್ನು ಕೊಡಬೇಕು. ಆ ಬುದ್ಧಿ ಮತ್ತೆ ಮಂದವಾಗಿ ಮಲಗಿಕೊಳ್ಳಲು ಬಿಡದಂತೆ ಪಾಠ ತುಂಬಾ ಚಮತ್ಕಾರದಿಂದ ಕೂಡಿದ್ದರೆ, ಬುದ್ಧಿ ಮತ್ತೆ ಮದ್ದಾಗದೆ ಹಾಗೆಯೇ ತೀವ್ರಗೊಂಡು, ಆ ವಿಷಯಗಳನ್ನು ಗ್ರಹಿಸಲು ತಕ್ಕವಾಗಿರುತ್ತದೆ. ಅದನ್ನು ಮಾಡುವ ಹೊಣೆ ಅಧ್ಯಾಪಕನದ್ದು.

ಕೆಲವೊಮ್ಮೆ ಅಂತಹ ಮಂದ ಬುದ್ಧಿಯ ಹುಡುಗರೇ ಬಹು ಚುರುಕಾಗಿ, ಅಸಾಧಾರಣವಾಗಿ ನಮಗೆ ಆಶ್ಚರ್ಯವನ್ನುಂಟುಮಾಡುವ ಸ್ಥಿತಿಯಲ್ಲಿರುತ್ತಾರೆ. ಅಥವಾ ಮಂದ ಬುದ್ಧಿಯ ಹುಡುಗರನ್ನು ನಮ್ಮ ಚಟುವಟಿಕೆಯ ಕೃತಿಗಳಿಂದ, ತುಸು ಚುರುಕಾದರೂ ತಂದು, 'ತಾನು ಕೀಳು, ಹಾಳು' ಎಂಬ ಭಾವನೆ ಅವರಲ್ಲಿ ಬಾರದಂತೆ ಮಾಡಬೇಕು.

ಅಭ್ಯಾಸ ಬಲದಿಂದ ಬುದ್ಧಿಗೆ ಗ್ರಹಣಶಕ್ತಿ ಬರುತ್ತಿರುತ್ತದೆ. ಅಂತಹ ಗ್ರಹಣಶಕ್ತಿ ತರುವ ಅಭ್ಯಾಸ ಒಮ್ಮೆ ಆ ಮಂದ ಬುದ್ಧಿಯ ಹುಡುಗನಿಗೆ ದೊರತಿತೆಂದರೆ ಮತ್ತೆ ಅವನು ಪ್ರಗತಿಗೆ ಬರುತ್ತಾನೆ. ಕಲಿಯಲೂ ತೊಡಗುತ್ತಾನೆ.

ಬುದ್ಧಿ ವಿಕಸನವಾಗಲಿಕ್ಕೆ ಕೈಗೊಳ್ಳುವ ಹಲವಾರು ವಿಧಾನಗಳಿವೆ: (೧) ನಾಟಕೀಯವಾದ ಪಾಠವನ್ನು ಅನುಸರಿಸುವುದು. (೨) ಹಾಡಿನ ಮೂಲಕ ಅಭಿನಯಿಸಿ ಹೇಳುವುದು. (೩) ಆಟದ ಮೂಲಕವಾಗಿ ಪಾಠವನ್ನು ಹೇಳುವುದು. (೪) ಮಾತು-ಮಾತಿನಲ್ಲೂ 'ಬುದ್ಧಿವಂತ' ಎಂದು ಹುರಿದುಂಬಿಸುತ್ತಾ, ಕ್ರಿಯಶೀಲನನ್ನಾಗಿ ಮಾಡುವುದು. (೫) ಪಾಠದ ವಿಧಾನವು ರಸ-ಭಾವಗಳಿಂದ ಕೂಡಿ, ಚಮತ್ಕಾರವಾಗಿ ಸಾಗಿ ಹುಡುಗನನ್ನು ಪ್ರಭಾವಿತನನ್ನಾಗಿ ಮಾಡುವುದು. (೬) ಅದಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಅನೇಕ ವಸ್ತುಗಳನ್ನು ತೋರಿಸಿ, ಅದರ ಕಡೆಗೆ ಮನಸ್ಸನ್ನು ಹರಿಸಿ, ಮಂದವಾಗಿ ಮಲಗಿದ್ದ ಬುದ್ಧಿಯನ್ನು ಎದ್ದು ನಿಲ್ಲುವಂತೆ ಮಾಡುವುದು. ಇಂತಹ ಹಲವಾರು ವಿಧಾನಗಳಿಂದ ಕಲಿಯದ ಹುಡುಗರಿಗೆ ಕಲಿಸುವ ಕಾರ್ಯವನ್ನು ಅಧ್ಯಾಪಕರು ಕೈಗೊಳ್ಳಬೇಕಾದುದು ಅವರ ಕರ್ತವ್ಯವಾಗಿರುತ್ತದೆ.

"ನವ-ನರ-ಲೋಕವ ನಿರ್ಮಿಸುವಾ"

ಶ್ರೀ ಕೃ. ನಾರಾಯಣರಾವ್, ಅಧ್ಯಾಪಕ, ಬಾಲಮಂದಿರ, ಬೇಸಿಕ್ ಟ್ರೈನಿಂಗ್ ಕಾಲೇಜು, ದೊಡ್ಡಬಳ್ಳಾಪುರ

ಬನ್ನಿರಿ ಬಂಧುಗಳೆಲ್ಲರು ಕೂಡಿ ನವ–ನರ–ಲೋಕವ ನಿರ್ಮಿಸುವಾ,
ತನ್ನಿರಿ ದೀನದಲಿತರಾ ಮನದಲಿ ಅಂತರ್–ಮಧುವಿನ ಸಿಹಿಸವಿಯಾ ।

ಹಿಡಿಯುತೆ ಪೊರಕೆಯನೆಲ್ಲರು ಮುದದೀ ತಿರುಗುವ ಗ್ರಾಮದ ಬೀದಿಗಳಾ,
ಮಾಡಿರಿ ನಿರ್ಮಲ ಸ್ಥಳ–ಸ್ಥಳಗಳಲೂ ಎನುತಲಿ ಮನದಾ ಮಂದಿಗಳಾ ।

ಶಿಕ್ಷಾ–ಸಂಸ್ಕೃತಿ ಸಂಗದಲೀ ಮನುಜ–ಸುಧಾರಣವೆನ್ನುತಲೀ,
ಉಚ್ಚ–ನೀಚತೆಯ ದೂರುತಲೀ ಜನ–ಜನ ಸಂಗತಿ ಸಾರುತಲೀ ।

ನಮ್ಮೆಲ್ಲರ ಗುರುಕುಲ ಗ್ರಾಮಗಳೂ ನಾವೆಲ್ಲರೂ ದುಡಿವಾ ನಾಡುಗಳೂ,
ಸುಮ್ಮಾನದ ಪ್ರಾತಃಜ್ಯೋತಿಗಳೂ ಶಾಂತಿ, ಸೌಮ್ಯ ಸುಮ ಕೋಮಲಳೂ ।

ಪವನ–ಪ್ರಳಯವದು ಕಲಿಸುವುದೆಮಗೆ ದುಃಖವನೆದುರಿಪ ಪರಿಯನ್ನೂ,
ಪಾವನ ಮಾನವ ಸಮಾಜ ಸೇವೆಯ ಸಲ್ಲಿಪ ಸರ್ವೋಪರಿಯನ್ನೂ ।

ಅದೃಷ್ಟವಿದೆನ್ನುತೆ ಕುಂಟದೆ ಯಾರೂ ಭುಜಬಲ–ಭಾಗ್ಯವ ಭ್ರಮಿಸೋಣಾ,
ಸೃಷ್ಟಿಸಿ ಸರುವರೂ ಸಮಯದಿ ಸೇರೀ ನವ–ನರ–ಲೋಕದ ನಿರ್ಮಾಣಾ ।

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ಸಾಮಾಜಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಹಳ್ಳಿ ಶಾಲೆಯ ಪಾತ್ರ

ಶ್ರೀ ಎನ್. ಪರಮೇಶ್ವರಪ್ಪ

[೧೯೫೭ ರ ಜೂನ್ ತಿಂಗಳ "ಇಂಡಿಯನ್ ಜರ್ನಲ್ ಆಫ್ ಅಡಲ್ಟ್ ಎಜ್ಯುಕೇಷನ್" ತ್ರೈಮಾಸಿಕದಲ್ಲಿ ಭಾರತದ ವಯಸ್ಕರ ಶಿಕ್ಷಣ ಸಮಿತಿ ಕಾರ್ಯದರ್ಶಿಗಳಾದ ಶ್ರೀ ಎಸ್. ಸಿ. ದತ್ತ ಅವರು ಬರೆದ "ದಿ ವಿಲೇಜ್ ಸ್ಕೂಲ್—ಇಟ್ಸ್ ರೋಲ್ ಇನ್ ಸೋಷಿಯಲ್ ಎಜ್ಯುಕೇಷನ್" ಎಂಬ ಲೇಖನದ ಸಂಕ್ಷಿಪ್ತ ಕನ್ನಡರೂಪ.]

ಶಾಲೆ ಮತ್ತು ಶಾಲಾ ಉಪಾಧ್ಯಾಯರಿಗೆ ಸಮಾಜವು ಪರಂಪರಾಗತವಾಗಿ ಕೊಟ್ಟಿರುವ ಸ್ಥಾನದ ವಿಚಾರದಲ್ಲಿ ಭಾರತದೊಂದಿಗೆ ಸ್ಪರ್ಧಿಸುವ ರಾಷ್ಟ್ರ ಇನ್ನೊಂದಿಲ್ಲ. ಪ್ರಾಚೀನ ಗುರುಕುಲಗಳು ಮತ್ತು ಪಾಠಶಾಲೆಗಳು ವಿದ್ಯೆಯ ಕೇಂದ್ರಸ್ಥಾನಗಳಾಗಿದ್ದುವು. ಹಳ್ಳಿಗಳವರು ತಮ್ಮ ಸಮಸ್ಯೆಗಳನ್ನು ಅವುಗಳಿಂದ ಬಗೆಹರಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದರು. ಈ ಶಿಕ್ಷಣ ಕೇಂದ್ರಗಳು ಕಾಲಗತಿಗನುಸರಿಸಿ ನಡೆದಿದ್ದರೆ ಅವುಗಳಿಗೆ ಇಂದಿನ ಸ್ಥಿತಿ ಬರುತ್ತಿರಲಿಲ್ಲ. ಉಪಾಧ್ಯಾಯರ ಪ್ರಾಮುಖ್ಯತೆ ಕಡಿಮೆಯಾಗುತ್ತಿರಲಿಲ್ಲ. ಸ್ಥಳೀಯ ಸಮಾಜದ ಕೈಬಿಟ್ಟುಹೋದ ಮೇಲೆ ಹಾಗೂ ಪರಕೀಯರ ವಶವಾಗಿ ಅವರ ಉದ್ದೇಶಕ್ಕೆ ತಕ್ಕಂತೆ ರೂಪಿತವಾದ ಮೇಲೆ ಶಾಲೆ ಸಮಾಜದಿಂದ ದೂರವಾಯಿತು. ಅದರ ಪಠ್ಯವಸ್ತುವಿಗೂ ಜನಜೀವನಕ್ಕೂ ಸಂಬಂಧವಿಲ್ಲವಾಯಿತು. ಅದರ ಪ್ರತಿಫಲ ಅದರ ಕಾರ್ಯಾಚರಣೆಯಲ್ಲಿ ಹಳ್ಳಿಯವರಿಗೆ ಅರ್ಥ ಕಂಡುಬರಲಿಲ್ಲ. ಈ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ಶಾಲೆ ಹಾಗೂ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ತಮ್ಮ ಸ್ಥಾನವನ್ನು ವಿಧಿಯಿಲ್ಲದೆ ಕಳೆದುಕೊಳ್ಳಬೇಕಾಯಿತು. ಸಮಸ್ತ ಜನತೆಯಲ್ಲಿ ಜ್ಞಾನೋದಯವನ್ನುಂಟುಮಾಡುವ ಒಂದು ಸದವಕಾಶ ತಪ್ಪಿಹೋಯಿತು.

ಭಾರತದ ಇತಿಹಾಸವನ್ನು ಒಮ್ಮೆ ಸಿಂಹಾವಲೋಕನ ಮಾಡಿದರೆ ಸಮಾಜವು ಶಾಲೆಯಿಂದ ಮತ್ತು ಶಾಲಾ ಉಪಾಧ್ಯಾಯರಿಂದ ಯಾವತ್ತೂ ನೂತನ ಜ್ಞಾನ, ನೂತನ ಮಹತ್ವ, ನೂತನ ಕುಶಲತೆ, ನೂತನ ಸಾಮಾಜಿಕ ನಡವಳಿಕೆ ಮತ್ತು ವ್ಯಕ್ತಿಗತವಾದ ನಡತೆ—ಇವುಗಳ ವಿಷಯದಲ್ಲಿ ನೆರವನ್ನು ಅಪೇಕ್ಷಿಸಿದಂತೆ ಕಂಡುಬರುವುದಿಲ್ಲ. ಸಂತೋಷದಾಯಕವಾದ ಮತ್ತು ಸಂಪದ್ಯುಕ್ತವಾದ ಜೀವನವನ್ನು ಜನತೆ ಅಪೇಕ್ಷಿಸುವುದನ್ನು ನೋಡಿದರೆ ಜೀವನದ ಪ್ರತಿಯೊಂದು ವಿಭಾಗದಲ್ಲಿಯೂ ನೂತನ ಬೆಲೆಯ ಅರಿವಾಗಿರುವಂತೆ ಕಂಡುಬರುತ್ತದೆ. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ತಮ್ಮ ಆಪತ್ತನ್ನು ಲೆಕ್ಕಿಸದೆ ಶಾಲೆ ಈ ಕಾರ್ಯವನ್ನು ನಿರ್ವಹಿಸುವಂತೆ ಮಾಡಬೇಕು. ರಾಷ್ಟ್ರ ನಿರ್ಮಾಣ ಕಾರ್ಯದಲ್ಲಿ ಜನತೆ ಪಾತ್ರ ವಹಿಸುವುದನ್ನು ನೋಡಿದಾಗ ಅವರ ಮೊದಲನೆಯ ದೃಷ್ಟಿ ಶಾಲಾ ಕಟ್ಟಡದ ಮೇಲೆ ಬೀಳುತ್ತದೆ. ಅವರ ಅಪೇಕ್ಷೆಗೂ ಅನೇಕ ವರ್ಷಗಳಿಂದ ಶಾಲೆಗಳಿಂದ ಆಗಿರುವ ಸಹಾಯಕ್ಕೂ ಸಂಬಂಧವಿಲ್ಲ. ಶಾಲೆ ಜನತೆಯ ಇಷ್ಟಾರ್ಥವನ್ನು ನೆರವೇರಿಸುವಂತಾಗಬೇಕಾದರೆ, ಸಮಾಜದಲ್ಲಿ ಅದಕ್ಕೊಂದು ಪ್ರಾಧಾನ್ಯತೆ ಬರಬೇಕಾದರೆ ಅದು ಸಾಮಾಜಿಕ ಜೀವನವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವಂತಾಗಬೇಕು. ಅದಕ್ಕೆ ತಕ್ಕ ಕಾರ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸಿಕೊಂಡು ಅದರ ಆಶೋತ್ತರಗಳಿಗೆ ಉತ್ತರ ಕೊಡುವಂತಾಗಬೇಕು. ಈ ಮಾರ್ಗದಲ್ಲಿ ಶಾಲೆ ಕಾಲದ ಕರೆಗೆ ಓಗೊಡಬೇಕು. ಇದೇ ಶಾಲಾ ಸಮಾಜ ಕೇಂದ್ರವೆಂಬ ತತ್ವದ ಪ್ರಾಮುಖ್ಯತೆ. ಈ ಉದ್ದೇಶಗಳಿಗೆ ತಕ್ಕಂತೆ ಶಾಲೆ ಯಾವ ರೀತಿ ತನ್ನ ಕಾರ್ಯಕ್ರಮಗಳಿಗೆ ಪುನಶ್ಚೇತನ ಕೊಡಬಲ್ಲುದೆಂಬುದನ್ನು ನಾವು ವಿವೇಚಿಸಬೇಕಾಗಿದೆ.

ಮೊಟ್ಟಮೊದಲನೆಯದಾಗಿ ಪೌರತ್ವದ ಹೊಣೆಗಾರಿಕೆಗಾಗಿ ಜನತೆಗೆ ಶಿಕ್ಷಣವನ್ನೀಯುವುದು ಶಾಲೆಯ ಕೆಲಸ. ಇದುವರೆವಿಗೆ ಗ್ರಾಮಸ್ಥರಿಗಿದ್ದ ಪೌರತನದ ಅಧಿಕಾರಗಳು ಅತ್ಯಲ್ಪ ಇಲ್ಲವೆ ಪ್ರಮುಖವಾದ ಅನೇಕ ಸಮಸ್ಯೆಗಳನ್ನು ಬಿಡಿಸಿಕೊಳ್ಳುವುದರಲ್ಲಿ ನಿಜವಾಗಿಯೂ ಸಹಾಯಮಾಡುತ್ತಿದ್ದ ಮಾರ್ಗಗಳಿಗೆ ಎಡೆಯಿರುತ್ತಿರಲಿಲ್ಲ. ಆದರೆ ಇಂದು ಪ್ರಜಾಪ್ರಭುತ್ವಕ್ಕೆ ಭರವಸೆ ದೊರಕಬೇಕಾದರೆ ಅಂತಹ ಅಧಿಕಾರಗಳನ್ನು ಹೆಚ್ಚುಮಾಡಬೇಕಾಗಿದೆ. ಈ ಮಾರ್ಗದಲ್ಲಿ ಆ ಯೋಜನಾ ಸಮಿತಿ ಕಾರ್ಯೋನ್ಮುಖವಾಗಿದೆ. ಇದಲ್ಲದೆ ಅನೇಕ ಸರ್ಕಾರದ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಗಳು ಸಮಾಜೋದ್ಧಾರದ ಮಾರ್ಗದಲ್ಲಿ ಈ ಅಧಿಕಾರಗಳ ಉಪಯೋಗಕ್ಕೆ ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸಿ ಕೊಟ್ಟಿವೆ. ಈ ಅವಕಾಶದ ಅರಿವು ಅಧಿಕಾರವನ್ನು ಬುದ್ಧಿವಂತಿಕೆಯಿಂದ ಸರ್ವರ ಹಿತಕ್ಕಾಗಿ ಉಪಯೋಗಿಸುವುದನ್ನವಲಂಬಿಸಿದೆ. ಇದಕ್ಕೆ ಗ್ರಾಮಸ್ಥರಿಗಿರುವ ಅವಕಾಶಗಳ ಪೂರ್ಣ ಪ್ರತಿಫಲವನ್ನು ಹೊಂದುವ ಸಾಧನಗಳ ಅರಿವುಂಟಾಗಬೇಕಾಗಿದೆ.

ಜನತೆಯಲ್ಲಿ ಅಡಗಿರುವ ಶಕ್ತಿಯನ್ನು ಎಚ್ಚರಗೊಳಿಸುವ ಮತ್ತು ಹೊಸ ಪೌರ ಕರ್ತವ್ಯಗಳನ್ನು ಪರಿಪಾಲಿಸುವ

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Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

ಮಾರ್ಗದಲ್ಲಿ ಸರಿಯಾದ ಅಭಿಪ್ರಾಯಗಳನ್ನು ರೂಪಿಸುವ ಪಾತ್ರವನ್ನು ಹಳ್ಳಿಯ ಶಾಲೆ ಕೈಗೊಳ್ಳಬಹುದು. ಕಾರಣ ಈ ಕಾರ್ಯಕ್ಕಾಗಿ ಬೇರೊಂದು ಸಂಸ್ಥೆ ಮಾಡಬೇಕಾದರೆ ಅಪಾರ ಸಂಪತ್ತು ಬೇಕಾಗುತ್ತದೆ. ಅದೂ ಅಲ್ಲದೆ ಗ್ರಾಮಸ್ಥರು ಶಾಲಾ ಉಪಾಧ್ಯಾಯರನ್ನು ತಮ್ಮ ಸ್ನೇಹಿತರಂತೆ ಗೌರವಿಸುತ್ತಾರೆ. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಅವರಿಗೆ ಬುದ್ಧಿವಾದ ಹೇಳುವ, ಮಾರ್ಗದರ್ಶನ ನೀಡುವ ಮತ್ತು ಸ್ನೇಹಿತರಾಗಿರುವ ಶಕ್ತಿಯನ್ನು ಪಡೆದವರಾಗಿದ್ದಾರೆ. ಶಾಲಾ ಕಟ್ಟಡ ಸಾಮಾಜಿಕ ಶಿಕ್ಷಣಕ್ಕೆಲ್ಲ ಅತ್ಯಾವಶ್ಯಕವಾದ ಚಟುವಟಿಕೆಗಳನ್ನು ಕೈಗೊಳ್ಳಲು ಒಂದು ಕಾರ್ಯ ಕ್ಷೇತ್ರವಾಗಿ ಪರಿಣಮಿಸಬಹುದು. ಜ್ಞಾನ ಪ್ರಚಾರವನ್ನು ಮಾಡುವುದಕ್ಕಾಗಿ ಮತ್ತು ಗ್ರಾಮಸ್ಥರಿಗೆ ನೂತನ ಸಂದೇಶವನ್ನು ನೀಡುವುದಕ್ಕಾಗಿ ಶಾಲೆ ಅತ್ಯುತ್ತಮವಾದ ಸ್ಥಾನ. ಈ ಉದ್ದೇಶಕ್ಕಾಗಿ ಶಾಲೆ ಗ್ರಾಮಸ್ಥರನ್ನೆಲ್ಲಾ ಒಂದೆಡೆ ಸೇರಿಸುವ ಸಾಮಾಜಿಕ ಕ್ರಿಯೆಯ ಕೇಂದ್ರವಾಗಬೇಕು. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರ ನೆರವಿನಿಂದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸುವ ಯೋಜನೆಗಳನ್ನು ಕೈಗೊಳ್ಳಬೇಕು. ಈ ರೀತಿಯ ಕಾರ್ಯವಲ್ಲದೆ ಶಾಲೆ ಸಮಾಜದ ವಿಹಾರ ಕೇಂದ್ರವೂ ಆಗಬೇಕು. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರ ಸಹಾಯದಿಂದ ಗ್ರಾಮಸ್ಥರಿಂದ ಗ್ರಾಮಸ್ಥರಿಗಾಗಿ ವಿಹಾರ ಕಾರ್ಯಕ್ರಮಗಳನ್ನೇರ್ಪಡಿಸಬೇಕು. ಈ ವಿಹಾರ ಕಾರ್ಯಕ್ರಮಗಳು ಶೈಕ್ಷಣಿಕ ದೃಷ್ಟಿಯಲ್ಲಿ ಸಂಪದ್ಯುಕ್ತವಾಗಿರಬೇಕು. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಆಗಾಗ್ಗೆ ಓದು ಬರಹ ಬಲ್ಲವರಿಗಾಗಿ ತರಗತಿಗಳನ್ನು ನಡಸಬೇಕು. ಇಂತಹ ತರಗತಿಗಳಲ್ಲಿ ಉಪಾಧ್ಯಾಯರು ಒಂದು ಗೊತ್ತಾದ ಸಮಸ್ಯೆಯನ್ನೆತ್ತಿಕೊಂಡು ಅದರ ಸ್ವರೂಪವನ್ನು ಗ್ರಾಮಸ್ಥರ ಅವಗಾಹನೆಗೆ ತರಬೇಕು. ಗ್ರಾಮ ಸೇವಕರ ಸಹಾಯದಿಂದ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಗ್ರಾಮಸ್ಥರಲ್ಲಿ ಒಂದು ನೂತನ ದೃಷ್ಟಿಯನ್ನು ಮೂಡಿಸಬಹುದು. ಗ್ರಾಮ ಸೇವಕರು ಆಚರಣೆಗೆ ತರುವ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಗ್ರಾಮಸ್ಥರಿಗೆ ವಿವರಿಸುವುದರ ಮೂಲಕ ಅವರಿಗೆ ತಮ್ಮ ಸಹಕಾರ ಹಸ್ತವನ್ನು ನೀಡಬಹುದು. ಇವು ನೂತನ ಬಗೆಯ ವ್ಯವಸಾಯ ಕಾರ್ಯಕ್ರಮಗಳಾಗಿರಬಹುದು. ಇಲ್ಲವೆ ಗ್ರಾಮ ನೈರ್ಮಲ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದವುಗಳಾಗಿರಬಹುದು. ಅಥವಾ ಪಶುಪಾಲನೆಗೆ ಸಂಬಂಧಪಟ್ಟವುಗಳಾಗಿರಬಹುದು. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಈ ಎಲ್ಲ ಕಾರ್ಯಕ್ರಮಗಳನ್ನೂ ತಾವೇ ಆಚರಣೆಗೆ ತರಬೇಕೆಂದಲ್ಲ. ಗ್ರಾಮ ಸೇವಕರು ಆಚರಣೆಗೆ ತರುವ ಈ ಕಾರ್ಯಗಳಿಗೆ ಸಹಾಯ ಮತ್ತು ಸಹಕಾರಗಳನ್ನು ನೀಡಬೇಕು. ಇದರ ಇನ್ನೊಂದು ಮುಖ್ಯವಾದ ಭಾಗ ಅಕ್ಷರೋತ್ತರ ಕಾರ್ಯಕ್ರಮಗಳನ್ನೇರ್ಪಾಡು ಮಾಡುವುದು. ಇದರಿಂದ ವಿದ್ಯಾವಂತರು ಅವಿದ್ಯಾವಂತರಾಗದಂತೆ ನೋಡಿಕೊಂಡಂತಾಗುತ್ತದೆ.

ಇವೆಲ್ಲವನ್ನೂ ನೋಡಿದಾಗ ಔಚಿತ್ಯವರಿತ ಉಪಾಧ್ಯಾಯರ ಶಿಕ್ಷಣದ ಆವಶ್ಯಕತೆಯ ಪ್ರಶ್ನೆ ನಮ್ಮ ಮುಂದೆ ಬಂದು ನಿಲ್ಲುತ್ತದೆ. ಇದುವರಿವಿಗೆ ಆತನಿಗೆ ದೊರೆತಿರುವ ಶಿಕ್ಷಣ ಈ ರೀತಿಯ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಉಪಯೋಗವಾಗುವುದಿಲ್ಲ. ಆದುದರಿಂದ ಉಪಾಧ್ಯಾಯರ ಶಿಕ್ಷಣ ತರಬೇತಿನಲ್ಲಿ ಕೆಲವು ಹೊಸ ಕುಶಲತೆ, ಕೆಲವು ಹೊಸ ದೃಷ್ಟಿಗೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಸೇರಿಸಬೇಕು. ಇವುಗಳನ್ನು ಯಾವ ರೀತಿ ಬಳಸಿಕೊಳ್ಳುತ್ತಾರೆಂಬುದು ಅವರು ಅನುಸರಿಸುವ ಮಾರ್ಗಗಳನ್ನವಲಂಬಿಸುತ್ತದೆ. ಉಪಾಧ್ಯಾಯರಿಗೆ ನೀಡುವ ಶೈಕ್ಷಣಿಕ ತರಬೇತು ಈ ಮಾರ್ಗಗಳನ್ನಳವಡಿಸಿಕೊಳ್ಳಲು ನೆರವಾಗುವಂತಿರಬೇಕು. ಈ ಮಾರ್ಗಗಳು ಜನರೊಡನೆ ಸಂಪರ್ಕ ಬೆಳಸುವ ವಿಧಾನ, ಗೊತ್ತಾದ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸುವ ಚತುರತೆ ಮೊದಲಾದವುಗಳನ್ನೊಳಗೊಂಡಿರುತ್ತದೆ.

ಇದಕ್ಕಿಂತ ಪ್ರಮುಖವಾದುದು ಶಾಲಾ ಉಪಾಧ್ಯಾಯರಲ್ಲಿ ಔಚಿತ್ಯದ ಒಂದು ಅರಿವನ್ನುಂಟುಮಾಡುವುದು. ಈಗ ನಮ್ಮ ಮುಂದಿರುವ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆಗಳು ಸಮಾಜವಾದದ ಸಮಾಜದತ್ತ ಸಾಗಬೇಕು. ಇದಕ್ಕೆ ಪ್ರಜಾಪ್ರಭುತ್ವ ಸಮ್ಮತವಾದ ಒಂದು ಮಾರ್ಗವೇ ಬೇಕು. ಅದೇ ಸಮಾನ ಶಕ್ತಿಯ ಪುರಸ್ಕಾರ, ಅದೇ ಆತ್ಮಗೌರವ. ಇವು ಒಬ್ಬರು ಅಭ್ಯಸಿಸುವ ಬೆಲೆಯನ್ನವಲಂಬಿಸುವ ದೃಷ್ಟಿಯ ಸಮಸ್ಯೆಗಳು. ಬೆಲೆಯನ್ನರಿತುಕೊಳ್ಳುವಿಕೆ ಉತ್ತಮೋತ್ತಮ ಗ್ರಂಥಗಳಿಂದಾಗಲೀ, ಉತ್ತಮೋತ್ತಮ ಉಪನ್ಯಾಸಗಳಿಂದಾಗಲೀ ಸಾಧ್ಯವಿಲ್ಲ. ಇವುಗಳನ್ನರಿತುಕೊಳ್ಳುವಂತೆ ಮಾಡಬೇಕಾದರೆ ಈ ಬೆಲೆಗಳನ್ನವಲಂಬಿಸಿ ಸಿದ್ಧಪಡಿಸಿದ ಅನುಭವಗಳು ದೊರೆಯುವಂತೆ ಮಾಡಬೇಕು. ಆ ರೀತಿಯ ಒಂದು ಅನುಭವವನ್ನು ದೊರಕಿಸಿಕೊಡುವುದಕ್ಕೆ ಉಪಾಧ್ಯಾಯರ ಶಿಕ್ಷಣ ಕೇಂದ್ರಗಳು ಉತ್ತಮ ಅವಕಾಶಗಳನ್ನು ಕಲ್ಪಿಸಿಕೊಡುತ್ತವೆ. ಈ ಎಲ್ಲ ಅಂಶಗಳೂ ಅವರ ತರಬೇತಿನ ಕೇಂದ್ರಗಳಲ್ಲಿ ನಿತ್ಯದ ಜೀವನದಲ್ಲಿ ಬರುವಂತೆ ರೂಢಿಸಬೇಕು. ಈ ರೀತಿಯಲ್ಲಿ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಈ ಬೆಲೆಯನ್ನರಿತುಕೊಳ್ಳುತ್ತಾರೆ. ಒಮ್ಮೆ ಅವರು ತಿಳಿದುಕೊಂಡರೆ ಅದನ್ನೇ ತಮ್ಮ ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

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Funding: Tattva Heritage Foundation,Kolkata. Digitization: eGangotri.

ಮೇಲೆ ಚರ್ಚಿಸಿದ ಉಪಾಧ್ಯಾಯರ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ನೋಡಿ ಭೀತಿಯಾಗಬಹುದು. ಸ್ವಲ್ಪ ಆಲೋಚಿಸಿ ನೋಡಿದರೆ ವಸ್ತು ಸ್ಥಿತಿ ಬೇರೆ.

ಶಾಲೆ ಸಾಮಾಜಿಕ ಕೇಂದ್ರವೆಂದು ಒಪ್ಪಿಕೊಂಡ ಮೇಲೆ ಈಗಿನ ಪಠ್ಯ ವಸ್ತುವಿನಲ್ಲಿ ಮಾರ್ಪಾಟುಗಳಾಗಬೇಕು. ಈಗಿನ ಶಿಕ್ಷಣ ಕ್ರಮ ಅತೃಪ್ತಿಗೆ ಎಡೆಕೊಟ್ಟಿದೆ. ಈ ಶಿಕ್ಷಣ ಮಕ್ಕಳನ್ನು ಉತ್ತಮ ಪೌರರನ್ನಾಗಿ ಮಾಡುವುದಿಲ್ಲ. ಸಮಾಜದ ಅಥವಾ ರಾಷ್ಟ್ರದ ಆವಶ್ಯಕತೆಗಳಿಂದ ದೂರವಾದುದಾಗಿದೆ. ಇವು ಅನೇಕ ಬಾರಿ ಹೇಳಿದ ಮಾತುಗಳೇ ಆದರೂ ಎಷ್ಟರಮಟ್ಟಿಗೆ ಪಠ್ಯವಸ್ತುವಿನಲ್ಲಿ ಒಳ್ಳೆಯ ಮಾರ್ಪಾಟುಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳಬಹುದೆಂಬುದನ್ನು ಸೂಚಿಸಬಹುದು.

ಇದುವರಿವಿಗೆ ಪರೀಕ್ಷಾ ದೃಷ್ಟಿಯಿಂದ ಕೆಲವು ವಿಷಯಗಳನ್ನು ಹೇಳಿಕೊಡುವುದರ ಕಡೆ ಪ್ರಾಮುಖ್ಯತೆ ಇತ್ತು. ಇದೇ ಅಭಿಪ್ರಾಯ ಹಳ್ಳಿ ಶಾಲೆಯನ್ನು ಆವರಿಸಿಕೊಂಡಿದೆ. ಅನೇಕ ವೇಳೆ ಈ ಶಾಲೆಗಳಲ್ಲಿ ಅಂಕಿಗಳನ್ನೂ, ಅಕ್ಷರಗಳನ್ನೂ ಉಪಾಧ್ಯಾಯರು ಹೇಳುವುದು, ಮಕ್ಕಳು ಅದನ್ನೇ ಹೇಳುವುದು ರೂಢಿಯಾಗಿದೆ. ಬೇರೆ ವಿಷಯ ಬೋಧನೆಯಲ್ಲಿಯೂ ಹಾಗೆಯೇ. ಈ ಪದ್ಧತಿ ಶಕ್ತಿಹೀನವಾದುದು. ಈ ಪದ್ಧತಿಯಲ್ಲಿ ಆಸಕ್ತಿಯಾಗಲಿ, ಮಕ್ಕಳ ವಾತಾವರಣಕ್ಕೆ ತಕ್ಕ ಪಾಠಕ್ರಮವಾಗಲೀ ಕಂಡುಬರುವುದಿಲ್ಲ. ಅದರ ಪರಿಣಾಮ ಶಾಲೆ ಮತ್ತು ಸಮಾಜಗಳ ಏಕೀಕರಣ ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಶಾಲಾ ಉಪಾಧ್ಯಾಯರು ಒಂದುಗೂಡಿಸುವ ಮಾರ್ಗವನ್ನು ಕಂಡುಕೊಳ್ಳಬೇಕಾಗಿದೆ.

ನೂತನ ಮಾರ್ಗಾನುಸರಣೆಯ ಮೂಲಭೂತ ದೃಷ್ಟಿ ವೈಶಾಲ್ಯವು ಮಕ್ಕಳಲ್ಲಿ ಸಾಮಾಜಿಕ ಪರಿಜ್ಞಾನವನ್ನುಂಟುಮಾಡಬೇಕು. ಜೀವನಾನುಭವದೊಂದಿಗೆ ಜ್ಞಾನವನ್ನು ಹೊಂದಿಸಿಕೊಳ್ಳುವ ಶಕ್ತಿಯನ್ನು ದೊರಕಿಸಿಕೊಡಬೇಕು. ಇದನ್ನು ಒಪ್ಪಿಕೊಂಡರೆ ಇದಕ್ಕೊಂದು ವಿಧಾನ ಆವಶ್ಯಕ. ಇದರಿಂದ ಶಾಲೆಯ ಮಕ್ಕಳು ಸಾಮಾಜಿಕ ಜೀವನದಲ್ಲಿ ಭಾಗಿಯಾಗುತ್ತಾರೆ. ತಮ್ಮ ಶಕ್ತಿಗನುಸಾರವಾಗಿ ಸಮಾಜದ ಸಮಸ್ಯೆಗಳಲ್ಲಿ ಮತ್ತು ಅದರ ಸಂತೋಷದಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತಾರೆ. ಆದುದರಿಂದ ಶಾಲೆಯ ಪಠ್ಯವಸ್ತು ಮಗುವಿನ ಈ ರೀತಿಯ ಜೀವನ ವಿಭಾಗಕ್ಕೆ ಸರಿಹೊಂದುವಂತೆ ರೂಪಿತವಾಗಬೇಕು. ಸಾಮಾಜಿಕ ಸಮಾರಂಭಗಳು ಈವರೆಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಪರಿಗಣಿತವಾಗಿದ್ದು ಶಾಲೆ ಕಾರ್ಯಕ್ರಮಗಳೊಂದಿಗೆ ಸಂಖ್ಯೆಯ ದೃಷ್ಟಿಯಿಂದ ಸೇರುವಂತಾಗಬಾರದು. ಶಾಲೆ ಸಾಮಾಜಿಕ ಕ್ರಿಯೆಯ ಮತ್ತು ವೈಶಾಲ್ಯತೆಯ ಪಡಿಯಚ್ಚು. ಉಪಾಧ್ಯಾಯರೂ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳೂ ಸಮಾಜದ ಒಂದು ಭಾಗ. ಅವರ ಕೈಲಾದ ಸೇವೆಯನ್ನು ಮಾಡಿ ತನ್ಮೂಲಕ ತಮ್ಮ ಜೀವನವನ್ನು ಸಂಪದ್ಯುಕ್ತವಾದುದನ್ನಾಗಿ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.

—ಪುಸ್ತಕ ಪ್ರಪಂಚದ ಕೃಪೆಯಿಂದ.

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Kindle thy heart ; the light is come
Down from Heaven upon the earth.
Never mind if deaf or dumb,
Homeless, or of lowest birth.
The door is open—open to all,
Come with the 'pipe', Come with the 'doll'.

—AMALENDU RAY.

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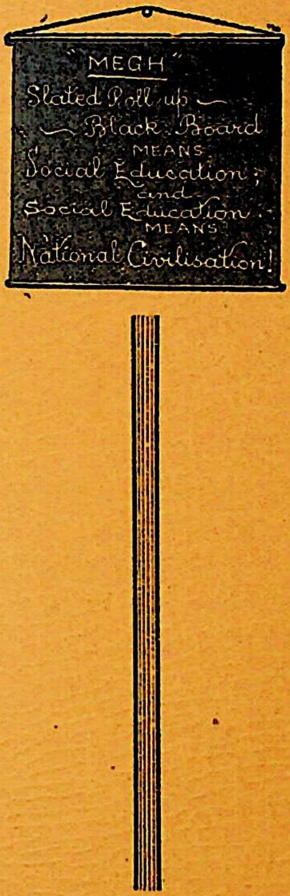

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